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ABSTRACT

Interdependence and social interaction are the topics of this teaching guide developed by the Los Angeles (California) Unified School District. Presented here are instructional objectives and activities which promote cross-cultural communication and cooperation in the development of social value systems. Aspects of verbal and nonverbal communication are explored in relation to individual and group behavior. Attitudes toward physical handicaps, color differences, religion, and the environment are also addressed. An activity record and format for developing additional activities are included together with a glossary and a bibliography. (JCD)

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OUR HUMAN TIES

INTERDEPENDENCE AND SOCIAL INTERACTION

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OUR HUMAN TIES

INTERDEPENDENCE AND SOCIAL INTERACTION

Monograph #4

February, 1976

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OUR HUMAN TIES, INTERDEPENDENCE AND SOCIAL INTERACTION is the fourth monograph in a series of seven.

- Social Sciences Framework
- Building Self Concept
- Relationships With Others
- Interdependence and Social Interaction
- Cultural Similarities and Differences
- Political and Economic Relationships
- Impact of Technology in Society

FOREWORD

In a previous monograph we discussed the concept of "self" which must be the point of departure for any understanding of societal relationships. It is within the philosophical idea of *bonum sibi* (goodness to self) that any matter finds the integrity of being and by its very existence possesses "goodness." No meaningful relationships can exist with other matter, animate or inanimate, unless the identification of self is established.

Even a rock possesses *bonum sibi* giving validity to the old dictum that

> "There is a little good in the worst of us and a little bad in the best of us..."

A higher form of good is found in the philosophical principal of *bonum alteri* (goodness to another). This is the basis for democratic institutions and societal interactions. Whereas every organism possesses *bonum sibi*, it does not necessarily possess *bonum alteri* or does not possess that quality in sufficient degree to assure successful social interactions.

Fortunately, *bonum alteri* can be developed, and it is to that end that this and subsequent monographs will address themselves.

Frederick J. Dumas
Area J Superintendent

ACKNOWLEDGEMENTS

This monograph has been compiled through the efforts of the Area J Instructional Staff under the leadership of Dr. Maxine R. Mitchell. Appreciation is expressed to all who have contributed ideas, time, and effort.

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PHILOSOPHY

The well being of society is dependent upon the recognition of the interdependence of people. In the words of Wilson Riles, "Our success or failure in solving social problems will ultimately determine our survival as a human race."

It is important that all educators working with students recognize the importance to society and the impact on society of the self concepts held by individuals. It is equally critical that educators become fully cognizant of the facets and effects of the relationships, interdependence, and social interactions of people, of the political and economic relationships of groups, and of the impact of technology on our modern world.

OUR HUMAN TIES, INTERDEPENDENCE AND SOCIAL INTERACTION, recognizes that social value systems develop as a result of the efforts of people to live and work productively together. Communication is essential to the process. As needs and conditions change, so must value systems if society is to be well served. To be most effective, the change process will provide for the wide-based participation of people and for constructive management of conflict. It is ever to be remembered that the status and value of individuals or groups is not validly based upon race or creed, but upon those efforts and endeavors that contribute to the worth and dignity of humanity.

STATEMENT OF GOALS

Goals for Teachers

- Teachers will be increasingly aware that each person is a unique human being and that although all humans are alike in many ways, no two groups of people nor individuals within a group will necessarily live in exactly the same way.
- Teachers will develop an ever growing appreciation of the complexity of humanity and of the interdependence of people.

Goals for Learners

- Each learner will develop an awareness of his/her background and of the diverse background of others.
- Each learner will develop an appreciation of the complexity of humanity and of the interdependence of people.

SOME MAJOR CONCEPTS CONCERNING

INTERDEPENDENCE AND SOCIAL INTERACTION

- Throughout history people have used verbal and nonverbal means of communicating.
- A social value system reflects the need of individuals to live and work together.
- Attitudes and behaviors which permit or foster aspects of prejudice and discrimination are not conducive to the optimum well being of society.
- Change is more productively and easily accomplished if individuals involved are aware of the need for change, participate in the decision-making regarding the change, and evaluate the change when it has taken place.
- Management of conflict in a free society requires compromise and respect for the rights of others.

Concept

Throughout history people have used verbal and nonverbal means of communicating.

Instructional Objective

The student will identify and utilize verbal forms of communication.

Activity 1

ACTIVITY #1

VERBAL COMMUNICATION

Materials

- One box decorated with six interesting and colorful pictures.
- Chalkboard, Chalk

Procedure

- Clarify for the students the difference between verbal and non-verbal communication. (See Glossary)
- Ask students to identify some various forms of verbal (oral) communication, i.e. whisper, call, yell, cry, exclamation, statement, question, Italian, English, Spanish, German, Japanese, Southern accent, Black dialect, etc.
- Have the students select a verbal message and express it using several of the verbal forms identified above.
- Help students to identify the ways in which the meaning of the message can be modified by the form utilized by the message sender, i.e. to whisper "Hello," to yell "Hello."
- Direct each student to select a favorite picture shown on the box.
- Have each student orally explain the selected picture using the various communication forms listed above. Have another student identify each communication form as it is used by the speaker and place a check on the chalkboard beside the form.
- Lead a group discussion which addresses itself to the following questions:
  - Is one form of verbal communication better than another? When? Why? When would that not be so?
  - Is a person better than another person if he uses a particular one of those forms of communication? Why? Always? Why not? When would that not be so? When would another form be more helpful? Who should use that form? When? Where? Under what conditions?

Concept

Throughout history people have used verbal and nonverbal means of communicating.

Instructional Objective

The student will identify and utilize nonverbal forms of communication.

Activities 2 - 5

ACTIVITY #2

BASIC PANTOMIME

Materials

- None

Procedure

- Establish with the students the fact that there are two kinds of communication: verbal and nonverbal. Define each kind.
- Identify with the students some forms of nonverbal communication, i.e. facial expression, gestures, body language, sign language, and pantomime.
- Inform the students that they are going to have an opportunity to talk without making any sound. The process is known pantomime. They may use facial expression, body positions and movements, but they may not use speech.
- Give the following directions to the class. Provide opportunities for several students to pantomime each of the following:
  - Say with your head, "No."
  - Say with your arm, "Come."
  - Say with your hand, "I hear an airplane."
  - Say with your face, "I'm surprised!"
  - Say with your nose, "I smell a skunk."
  - Say with your legs, "I'm tired!"
  - Say with your shoulders, "I'm dancing."
  - Say with your eyes, "I'm sorry."
  - Say with your neck, "I can't wait to get there."

- Say with your finger, "Don't do that."

- Guide students to observe that they have been using nonverbal communication

Extended Activity

- Choose a student or students to pantomime the following messages by walking:
  - I'm very tired.
  - I'm in a big hurry.
  - I'm very happy.
  - I'm new at this school. I hope no one will notice me.
  - I'm on my way to the principal's office with a note that says I've done something wrong.
- Have the students spend thirty minutes utilizing only nonverbal means to communicate.

ACTIVITY #3

GRAB BAG

Materials

- Grab bag
- Phrase cards with one phrase printed or written on each card. These might include such actions as: playing ping pong, pouring a glass of water, brushing teeth, getting up in the morning, blowing out candles on a birthday cake, washing dirty hands, eating ice cream cone, etc.

Procedure

- Discuss with students the meaning of the terms "verbal communication" and "nonverbal communication."
- Discuss with students the fact that people can convey meaning without involving verbal communication.
- List on the board forms of nonverbal communication, i.e. facial expression, body position, gestures, motions.
- Explain to students that pantomime is an activity involving nonverbal communication.
- Put phrase cards into the grab bag.
- Have a student draw a card out of the bag and read the phrase to himself.
- Have student communicate the meaning of the phrase to the group through pantomime.
- Ask members of the class to verbalize the action of the pantomimist. Have the students try to verbalize the exact phrase that is printed on the phrase card.
- Guide the students to observe that the pantomimist is the nonverbal sender and that the class members are the nonverbal receivers and the verbal senders.

Extended Activity

- Lead a class discussion which centers around the following questions:
  - Is verbal or nonverbal communication better? When is it better? For whom is it better? Is that always true?
  - When is the other type better? For whom is it better? Would there be some times when that would not be true? What are those times?
  - Is it important for people to be able to communicate with each other? Why? How can you tell whether to use verbal or nonverbal communication?

ACTIVITY #4

PERSON TO PERSON

Materials

- Grab bag
- Cards with words describing feelings. Cards might read - happy, bored, tired, excited, afraid, interested, sad, impatient

Procedure

- Discuss with students the meaning of the terms "verbal communication" and "nonverbal communication."
- Discuss with students the fact that people can convey meaning without involving verbal communication.
- List on the board forms of nonverbal communication, i.e. facial expression, body position, gestures, motions.
- Explain to students that pantomime is an activity involving nonverbal communication.
- Put cards describing feelings into grab bag.
- Have a student draw a card out of the bag and read the card to himself.
- Have the student communicate through pantomime the "feeling" described on the card.
- Have class members verbalize the feeling that they believe the pantomimist is attempting to convey.
- Guide the students to observe that the pantomimist is a non-verbal sender.
- Guide the students to observe that the class members are nonverbal receivers and verbal senders.
- Lead a class discussion in which the students identify the times and ways in which they use nonverbal communication.

ACTIVITY #5

NATIVE AMERICAN SIGN LANGUAGE

Materials

- Chalk
- Chalkboard

Procedure

- Ask the students to name some of the languages that they have heard about, i.e. English, German, Chinese, French.
- Identify these languages as spoken or verbal forms of communication.
- Ask the students to identify the people who lived in North America before the Europeans arrived, i.e., Indians or Native Americans.
- Ask the students to identify some of the Native American tribes, i.e. Cherokee, Comanche, Apache, Navajo.
- Ask the students to estimate how many languages were spoken in North America before the Europeansarrived. (Answer: over 1,000)
- Ask the students how they think the tribes communicated when the tribes spoke so many languages. (Answer: sign language)
- Identify Indian or Native American sign language as a nonverbal means of communication in which a sign stood for an object or action.
- Illustrate some of the Indian signs
  - Sign for "I" - point to self with thumb.
  - Sign for "walk" - with hands parallel to each other and palms down, move one hand forward, drop slightly and pull back, then repeat with other hand in a walking motion. Do two or three times.

- Sign for "house" - hold hands up in front of chest, touch finger tips of both hands together, thumbs not touching, fingers pointed up to make the outline of the roof of the house.

- These three signs together say, "I will walk to the house" or "I am walking to the house."

- Divide the class into small groups of "Indians," and let each choose a tribe name.

- Direct the students of each tribe to create a sentence in signs, using signs that they created themselves.

- Let someone from each group present the sentence to the total class and have the class guess its meaning.

Extended Activity

- Give each group the same sentence and allow students to discover the variety of signs they can create to convey the same message.

Extended Activity

- Get Indian sign language books from the library and have students use them to create a classroom code.

Extended Activity

- Have students study sign language used by the deaf and compare it to the sign language used by the Indians.

Concept

Throughout history people have used verbal and nonverbal means of communicating.

Instructional Objective

The student will identify problems that can interfere with the process of communication.

Activities 6 - 9

ACTIVITY #6

CIRCLE MESSAGE

Materials

- Chairs arranged in a small circle.

Procedure

- Ask students to be seated in the chairs. Whisper or have a student whisper a message composed of a word, a phrase, or a simple sentence to the student seated next to him/her.
- Have the student repeat the message verbatim to the next student and so on around the circle.
- When all students have heard and repeated the message, ask the last student to relay the message aloud to the group.
- Have the person who started the original message repeat it aloud.
- Ask students to compare the original message to the final message.
- Lead a class discussion which focuses upon and identifies the factors which interfered with the accurate communication and the original message, i.e. lack of clarity in the wording of the message, indistinct reproduction of sound, rapid rate of speaking, inattentive listening.

ACTIVITY #7

MESSAGE RELAY

Materials

- Paper
- Pencils

Procedure

- Select a team of five students.
- Ask the team to step outside the room.
- Have the class devise a brief report about something the class is studying.
- Call the first team member back into the room.
- Ask a student in the class to read the report to the first team member.
- Ask this team member to tell the report to the next team member and keep it as nearly identical to the original as possible.
- As each report is being relayed, have the class members note any change from the original.
- After all five team members have received and relayed the report, ask students to compare each report with the original and to identify at what points alterations occurred.
- Ask students to identify the factors which affected the accuracy of the communication process, i.e. word substitution, omission of parts, addition of parts, rapid speech, indistinct speech, inattentive listening.

ACTIVITY #8

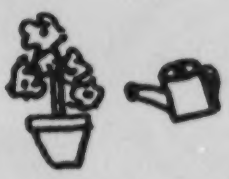
FOLLOW MY DIRECTION

Materials

- Grab bag
- Slips of paper each of which identifies a different task. Suggested tasks might include:
  - Grade K-3
    Make a bed
    Plant a seed
    Put on boots
    Wash the dishes
    Make a telephone call
  - Grade 4-6
    Row a boat
    Mount a horse
    Pitch a tent
    Serve in volleyball
    Catch a fly ball

Procedure

- Discuss with the students the fact that single concepts, such as "go, come, yes," can easily be expressed either verbally or nonverbally.
- Discuss with the students the fact that, as thoughts become more complex, the form of communication increases in complexity from word to sentence, to paragraph, to story.
- Discuss with students the need, when giving directions, to include essential elements in accurate order if the message is to be correctly understood.
- List a series of directions on the board, leaving out an essential element, i.e.
  - get a watering can
  - walk to the plant
  - lift the watering can
  - water the plant.



The element that says "fill the can with water" has been omitted.

- Ask students to read the directions on the board.
- Ask for a volunteer to follow the directions on the board and to do exactly what the instructions indicate.
- Ask students to identify any problem encountered in the attempt to complete the task effectively, i.e. the watering can had no water in it.
- List another series of directions on the board. This time rearrange the order i.e.
    - get a watering can
    - fill the watering can with water
    - lift the watering can
    - water the plant
    - walk to the plant.

- Ask students to read the directions on the board.
- Ask for a volunteer to follow the directions on the board exactly as they are written.
- Ask students to identify any problems encountered in the attempt to complete the task effectively, i.e. the sequence of steps in the task was incorrect.
- Have a student draw a task slip from the grab bag.
- Have the student read aloud the slip which identifies a task.
- Have the student give verbal directions for performing the task so that another child can accomplish (role play) the task.
- Render assistance as necessary to help the message sender and message receiver rectify non-productive elements that impede effective communication, i.e. inaccurate sequence of steps, omission of steps, inaccurate listening.
- Allow other students to take turns drawing task cards from the grab bag in accordance with the above procedure.

ACTIVITY #9

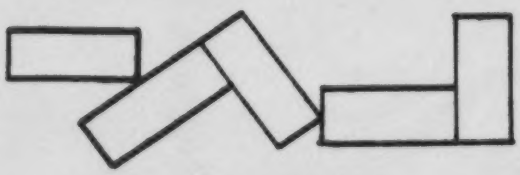
SENDER, RECEIVER

Materials

- Five plain cards for the teacher
- Five plain cards and paper and pencil for each pair of students

Procedure

- Pair the students in the class.
- Designate student "A" as the sender. Designate student "B" as the receiver.
- Arrange the teacher's set of five cards in a pattern so that each card touches the next at some point.



- Direct each student "A" to observe the teacher's pattern and to copy the pattern on his paper.
- Direct each student "A" to walk to student "B" and to verbally give to student "B" instructions for duplicating the pattern. No gestures may be used.
- Student "B," step by step, follows the verbal directions for assembling the visual pattern. A time limit of five minutes may be imposed.
- Ask students "A" and "B" to compare their patterns with the teacher's pattern.
- Ask students to identify the factors which made the task easy or difficult: i.e. clarity of speech, preciseness of word meaning, listening habits.

Extended Activity

- Have students try the activity permitting only the sender to talk.
- Have students try the activity with the sender sitting with his/her back to the receiver so that he/she cannot see what the receiver is doing.

Concept

A social value system reflects the need of individuals to live and work together.

Instructional Objective

Each student will identify two forms of social participation that he/she has engaged in during the school day.

Activities 10 - 11

ACTIVITY #10

PARTICIPATION

Materials

- Learning About Human Relationships Picture Kit (Pictures #10 and 11)
- Paper
- Pencils

Procedure

- Have students examine pictures #10 and 11 from Learning About Human Relationships picture kit.
- Guide a class discussion about the activity in each picture:
  - "Who is involved?"
  - "What are they doing?"
  - "Are they having fun?" "How can you tell?"
  - "What will they do next?"
- Ask students to tell what they do to have fun.
- Ask students to recall some things that they do by themselves.
- Ask students to recall some things that they do with other people.
- Establish the fact that "social participation" means doing something which involves other people.
- Ask each student to think about the things that he/she has done today.
- Have each student list all the things that he/she has done today that could be called "social participation."
- Have students draw a helping hand beside the items that were work items.

- Have students draw a balloon beside the items that were playtime items.

ACTIVITY #11

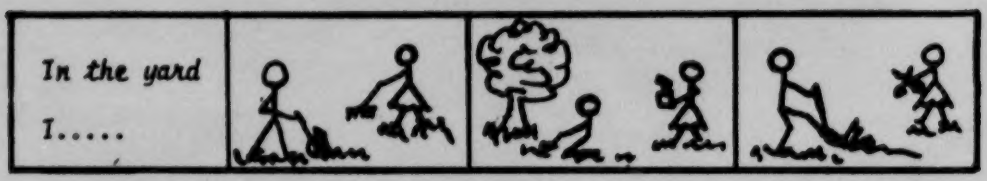
ALONE OR TOGETHER

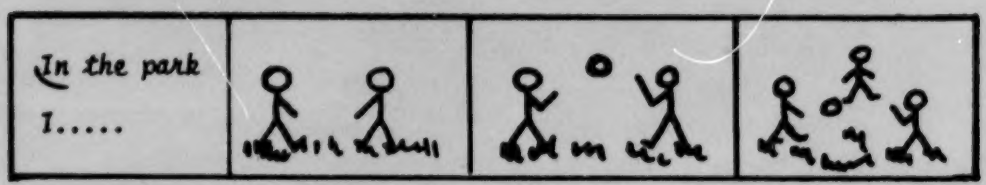
Materials

- Paper
- List of open-ended sentences written on the board
- Pencils or crayons

Procedure

- Ask students to identify and define two forms of human participation, i.e. independent participation: something a person does alone, social participation: something a person does with other people.
- Have students identify the ways in which they can participate in each form during the day.
- Direct students to read the open-ended sentences:
  - When I got home from school yesterday, my family was working in the yard so I.....
  - In the school play of "Hansel and Gretel" I will be the witch so I will.....
  - Last week I went to the park. No one that I knew was there so I.....
  - Our TV is broken so my family reads in the evening. I.....
  - Last Saturday I got to choose what I wanted to do so I.....
- Ask each student to choose two sentences and sketch a sequence of pictures or cartoons of himself/herself participating in each of the two selected open-ended sentence activities.





- Have students share their pictures with the group.
- Have the group decide whether each picture represents an independent or a social participation.
- Ask students who participated in a social participation activity why they did not participate alone in their activity.

Concept

A social value system reflects the need of individuals to live and work together.

Instructional Objective

After examining his/her behavior in relationship to other people on a given day, each student will select at least two of his/her behaviors and will discuss the effects of those behaviors on other people.

Activities 12 - 13

ACTIVITY #12

BEHAVIORS

Materials

- Chalkboard
- Chalk

Procedure

- Near the end of the school day have students recall to themselves two of their behaviors during the day.
- Have students recall how they felt when the behaviors occurred.
- Have students determine whether or not the behaviors were helpful to themselves.
- Have students determine whether or not the behaviors were helpful to others.
- If the behavior was not helpful to themselves and/or others, have students identify alternative ways of behaving that might have been more helpful.
- Ask some students to volunteer to role play their situations and behaviors.
- Lead a class discussion about the behaviors and the effects those behaviors had on the people involved.

Vol. 10 Kits: Social Science Action Packs

ACTIVITY #13

CAUSE AND EFFECT

Materials

- Mirror
- Books
- Paper
- Paint or crayons

Procedure

- Guide students in a discussion of ball games:
  - How do the players work together?
  - What happens when a player looses his temper?
  - How does this effect other players?
  - How does this effect the audience?
  - How do you think they feel toward that player?
  - What could the player have done instead?
- Guide students in a discussion about their behavior in ball games:
  - Have you ever been very angry?
  - Have you ever lost your temper?
  - What did you do when you were angry?
  - How did you feel afterwards?
  - What did the people watching you do?
  - How do you think they felt toward you?

- Ask students what other feelings they have had about things or people, i.e. fear, joy.
- Ask students what they did when they were afraid, happy, etc.
- Ask students how other people responded to them when they were afraid, happy, etc.

- Ask students to decide which way of behaving would produce the most desired reaction in other people.
- Have students show various facial feelings in a mirror.
- Have students try to use their eyes only to show feelings, then their mouths only.
- Have students ask a partner to answer their expressions with a different face.
- Have students show how their partners' faces made them feel.

Extended Activity

- Have students make masks to show different feelings. (A mask can show feelings that are different from the ones you have.)
- Have students study masks of different countries.
- Have students engage in research reading to find out how masks are used in other countries.

Concept

A social value system reflects the need of individuals to live and work together.

Instructional Objective

Given a situation dealing with defacing public property, the learner will identify his/her responsibilities to self, family, and community.

Activties 14 - 15

ACTIVITY #14

THREE WAYS

Materials

- Picture #15 "When Children Disobey" from Learning About Human Relationships Picture Kit, David C. Cook Publishers, 1974
- Blackboard
- Chalk

Procedure

- Begin the lesson with a group discussion of students' jobs at home.
- Elicit from students such responses as "empty trash, feed the dog, clean own room," etc.
- List these jobs on the board under the heading "My Family Responsibilities."
- Discuss the term "responsibility;" ask what children think it means.
- Elicit from students the generalization that a responsibility is "something that is your job to do."
- Discuss whether children think they have a responsibility to any one besides their family.
- Show to the class the picture "When Children Disobey."
- Elicit from students their responses to these questions:
  - What are the boys doing?
  - Why do you suppose they are doing it?
  - What do you think the consequences of this act might be?
  - What might happen if they are caught?
  - How would you feel doing this act?

- How would you feel if caught?
- How would your family feel if they were to find out what you had done?

- On the board add the caption "My Responsibilities to Myself."

- Have students orally summarize some of their previous responses that would be appropriate to this heading. List them under this caption.

- On the board add the caption "My Community Responsibilities."

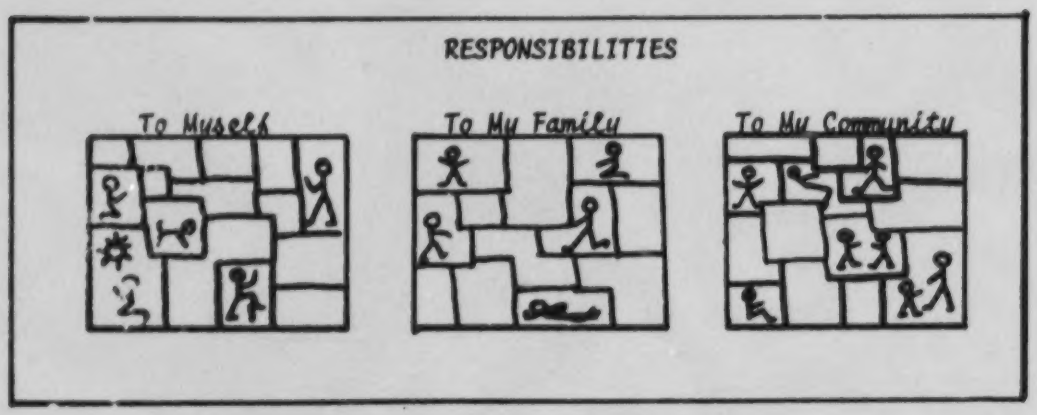
- Have students summarize their previous responses that are appropriate to this heading. List them under this caption.

- Have the students read their responses from the board under each caption

Extended Activity

- Allow time for students to illustrate one of their responsibilities.

- Create a collage on a bulletin board under Responsibilities To Myself, To My Family, and To My Community.



ACTIVITY #15

PAINTING

Materials

- Picture #15 "When Children Disobey" from "Learning About Human Relationships" Picture Kit
- Story - adapted from "Where Ya Headed" by Anne Bleschke
- Pencils
- Paper
- Blackboard
- Chalk

Procedure

- Show picture, "When Children Disobey."
- Elicit from students some responses to the questions, "What are the boys doing?" "Why do you suppose they are doing it?"
- Explain to students that there is a story about what actually happened, but that the students will have to supply their own endings to the story.
- Distribute writing paper.
- Read the story to the class.
- Allow time for each student to write a conclusion to the story.
- Allow time for two or more students to read their story conclusions to the class.
- The lesson may be stopped here and resumed the next day.
- Review the story with the class and discuss the various ways that the students ended the story.

- Lead a class discussion which addresses the following questions:
    - Why do you think the boys painted the sign?
    - Is that a reason that makes sign painting all right?
    - What might the consequences of their act be?
    - Would most people want to live in a vandal-prone community? Why not?
    - Would most businessmen want to own businesses in a vandal-prone community? Why not?
    - What happens when business shuts down or moves away? Is that desirable?
    - What could have happened if the boys had been caught?
    - What do you think responsibility means?
- Elicit a generalized definition of responsibility and write it on the board.
- Write the following headings on the board:
    - "Responsibility to Myself"
    - "Responsibility to My Family"
    - "Responsibility to My Community"
- Either through group discussion or by having each student write his/her own responses, establish a list of responsibilities in each of the three categories.

Story adapted from "Where Ya Headed?" by Anne Bleschke

Tom ran down the alley trying to hide a brown paper bag. It was Saturday afternoon - T-shirt and old jeans time - baseball time - and where was he! He was going to a birthday party for a girl he hardly knew. His mother had insisted that he go. It just wasn't fair!

"Instead of winding up to pitch at the game, I wind up at a stupid party," muttered Tom.

"How come I can never do what I want?"

Suddenly, Tom heard a shrill whistle and a, "Hey, Tom, where ya headed?"

Tom stopped and waited for his friend Bob to catch up to him.

"I'll bet you're going to the game," Tom said glumly.

Bob showed Tom the bag he was carrying, "Nah, I gotta paint screens for my dad today. See these cans? Black spray paint." Bob stared at

Tom. "You goin' to a party or something" You're all dressed up. What's in your bag?"

Tom sadly explained his mother's plans for his Saturday afternoon as he showed Bob the birthday present neatly contained in the brown paper bag he was carrying.

Bob was properly sympathetic and offered, "Why don't you come home with me? You can help me paint screens. Your mom won't ever know."

"Boy, I'd sure like to, but I don't know. I never spray painted before. It sounds really neat. Maybe I could go to the party later," reasoned Tom.

Tom felt guilty for a minute. Then he decided he'd rather spray paint than go to some old party. Together they began walking to Bob's house.

Bob and Tom had great fun spraying the screens with the black spray paint. The screens were stacked against the garage to dry. "Know what? There's still paint in this can," called Bob. "Let's spray something."

"What? Where'll we go? What'll we do with it," asked Tom.

"We'll find something," they cried and together they ran off down the street.

Bob started goofing off. He lightly sprayed the sidewalk and then the post of the stop sign on the corner. "Dare me to spray the sign?" he asked.

"Hey, better not. We might get caught," cautioned Tom.

"Aw, nobody cares. Watch this perfect aim. Look, every white letter has turned to black."

"Black magic," laughed Tom. "Let me do one."

They emptied the can and tossed it into the gutter. Suddenly Tom remembered the party he was supposed to go to, and his mother. "Gosh, I'd better get home. I guess it's too late for the party. What'll I tell my mom?"

Bob suddenly looked scared. "Hey, I'd better get home to those screens. See ya," he yelled as he turned and ran for home.

"I'm really gonna get it." Tom felt guilty, depressed and angry. He, too, ran home as fast as he could. He quietly opened the door and crept inside the house. His mother was waiting for him. Did she know? His pounding heart felt heavy. He could hardly breathe. What should he say? Then his mother saw the black spots on his good shirt and on his fingers.

"Tom!" she exclaimed, "Where on earth have you been, and what have you been doing?"

Concept

A social value system reflects the need of individuals to live and work together.

Instructional Objective

Each student will identify five ways in which the people in his/her community must cooperate in order to live and work productively together.

Activities 16 - 17

ACTIVITY #16

PLANNING TOGETHER - DOING TOGETHER

Materials

- People In Action No. E, (Picture 8), or
- Any picture of a family getting ready for a trip
- Magazines

Procedure

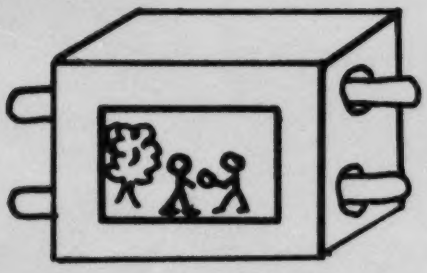
- Ask students to look carefully at the picture .
- Discuss what appears to be happening in the picture, i.e. the family is planning a vacation or a camping trip; the boy wants to take his bicycle on a camping trip, but his father won't let him.
- Ask questions about the picture:
  - Why won't the father let the boy take the bicycle?
  - What are the people saying?
  - Do you think the family should all agree to allow the boy to have his own way?
  - How does the rest of the family feel?
  - What do you think will happen now?
- Discuss the ways that the family could plan so that everyone would be satisfied.
- Ask students to think of other circumstances that might require people to plan and solve their problems together.
- List those circumstances on the board or ask each student to compile his/her own list and then share the list with classmates.

Extended Activity

- Distribute magazines so that each student has one or more magazine s.

- Ask students to cut out the pictures that show people doing something together that might be very hard or impossible to do alone.

- Have students compile the pictures in a class book or on a picture strip for a class "motion picture" box made from two dowel rods and a carton.



- Have students write stories about the pictures and incorporate the stories into the book or the picture strip.

- Share the book or "motion picture" with another class.

ACTIVITY #17

MAKING RULES

Materials

- Learning About Human Relationships Picture Kit (Pictures #9 and #14)
- Classroom readers, library books, or social science books
- Paper, pencils
- Dowling, carton

Procedure

- Direct students to look carefully at pictures #9 and #14 of Learning About Human Relationships Picture Kit.
- Ask students to identify the activity in each picture.
- Ask students to compare the two pictures:
    - What are the similarities?
    - What are the differences?
- Ask students what both games need to be successful, i.e. rules, players.
- Ask students how rules help in a game.
- Ask students to discuss how a player feels when rules are not followed.
- Ask students to identify reasons why players need each other in a ball game.
- Lead students to generalize that rules are a way of helping people work and live productively together.
- Encourage students to utilize classroom books in order to identify a list of five ways in which people in a community cooperate and depend upon each other in order to accomplish a mutual purpose.

- Making rules
- Taking turns
- Following rules
- Setting good examples
- Offering assistance

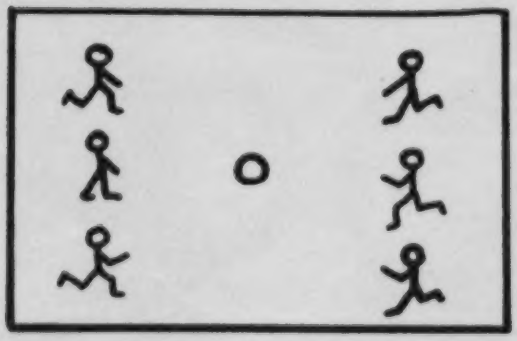
or

- Police
- Fire workers
- Public transportation
- Grocery store workers
- School employees

- Have students share their lists.

Extended Activity

- Ask students to design a new game, to name the game, formulate the rules for the game, write the rules, make a picture of people playing the game, and then play the game on the playground at recess.



- Have students evaluate the recess game in regard to the adequacy of the rules they established.

- Assist students to upgrade the rules if revision is appropriate.

Concept

A social value system reflects the need of individuals to live and work together.

Instructional Objective

Students will identify six mores or manners from the culture in which they live and will determine the reasons why those mores or manners were adopted.

Activity 18

ACTIVITY #18

UNDERSTANDING MANNERS

Materials

- Paper
- Pencils
- Chalk
- Chalkboard

Procedure

- Lead a short discussion about the meaning of the words, "mores" and "manners."
- Write on the board any two of the following list of six manners.
    - A gentleman walks on the street side of the sidewalk and the lady on the inside. Why?
    - People shake hands when they meet new people. Why?
    - People write thank you letters when they get a present by mail. Why?
    - Usually the man pays the check when he and a woman eat together in a restaurant. Why?
    - People line up to get on a bus. Why?
    - People use knives and forks for eating. Why?
- Have students read the two examples given on the board.
- Ask the students to add other examples to the list on the board.
- Lead a discussion about the reasons people have these and other manners. Accept common sense answers. Answers for the six above questions might be:
    - Many years ago people emptied waste water from upper story windows onto the street below. People were less apt to be soiled if they walked close to the building. The person closest to the building was also less likely to get splashed by the mud from the unpaved street.

- The handshake probably originated when early man began to hold out his right hand, the weapon hand, to show that he did not have anything in it and was approaching others in peace.
- Letters are written so that the person who sent the gift will know that the gift arrived and that the receiver liked it.
- Years ago most women had no money of their own. All of a wife's earnings or inheritance legally belonged to her husband.
- What would happen if people didn't line up?
- To utilize knives and forks is less messy then eating with the fingers. It looks better, and it is more sanitary.

Extended Activity

- Have students engage in research to determine the reasons why other manners evolved.

Concept

A social value system reflects the need of individuals to live and work together.

Instructional Objective

The student will compare and contrast a specific manner as utilized in two different cultures.

Activity 19

Vol. IV Interdependence & Soc. Action Fronts

ACTIVITY #19

COMPARING MANNERS

Materials

- None

Procedure

- Ask the students to identify what adults in American culture usually do when they are introduced to someone, i.e. shake hands.
- Ask students what people in Asian cultures often do when they are introduced to someone, i.e. bow.
- Ask students to identify similarities and differences in the greeting process in the two cultures, i.e., face the new person, respond to the new person = similarities; use hands, use heads = differences.
- Divide the class into groups and ask each group to make up a new way to act when a person is introduced to another person.
- Ask two people from each group to act out their group's new procedure for the total class.
- Lead the class to conclude that manners, such as ways of meeting new people, may vary in different cultures but that all cultures have manners.
- Lead students to conclude that being different does not mean that a manner is better or worse than another manner but that the manners evolved in different ways and may have been influenced by different factors, i.e., climate, geography, space.

Concept

A social value system reflects the need of individuals to live and work together.

Instructional Objective

Students will create standards of behavior for a fictional culture.

Activity 20

ACTIVITY #20

CREATING MANNERS

Material

- None

Procedure

- Review with class some of the procedures involved in generally known and accepted manners, i.e., in greeting people, in saying good-bye, in eating.
- Inform the students that they are now going to have an opportunity to establish some manners for a fictional culture in which the people have three arms and three hands.
- Divide the class into small groups.
- Have each group establish one of the following:
    - The way the people in the fictional culture would use their three hands in meeting new people.
    - The way these people would greet their close friends and family members.
    - The way they would use silverware in eating dinner.
    - The way they would say good-bye.
- Let two representatives from each group act out the new manner with one person standing behind the other and using one of his arms with the other person's two arms.
- Lead a discussion about the fact that manners vary according to the needs of a culture.
- Have students identify some manners that they know about that may be different from the manners generally utilized by the members of their group.
- Ask them to try to relate those manners to the historical development and reason for the custom.

Concept

Attitudes and behaviors which permit or foster aspects of prejudice and discrimination are not conducive to the optimum well-being of society.

Instructional Objective

Students will examine aspects of prejudice and discrimination and will draw conclusions about the undesirability of prejudicial behaviors.

Activities 21 - 29

ACTIVITY #21

RICH MAN - POOR MAN

Materials

- Chalkboard
- Chalk

Procedure

- Ask students to sit in a circle for a group discussion.
- Lead a class discussion about the things that constitute wealth, i.e. large bank account, possession of valuables, ownership of property, generous income, etc. Can anything besides money make you wealthy?
- Have students discuss the ways in which one might acquire wealth, i.e. inheritance, well-paying job, investment, prosperous business, etc.
- Have students discuss these questions:
    - Is possessing wealth a good or bad thing?
    - When would it be good?
    - Would it ever be bad?
    - When?
    - If someone is wealthy, will he/she necessarily always be wealthy?
    - If someone is poor, will he/she necessarily always be poor?
- Have students think of qualities which they consider make a person good, i.e. honesty, bravery, generosity, etc.
- Ask students to identify the opposite qualities which are considered to be undesirable, i.e. dishonesty, cowardice, selfishness, etc.
- Have students discuss these questions:
    - Are rich people good?
    - Are poor people good?

- Are rich people bad?
- Are poor people bad?

- Have students decide whether or not there is a relationship between goodness and wealth. If so, what is it?

- Have students list names of great individuals on the chalk board, i.e. Abraham Lincoln, Martin Luther King, Jane Addams, George Washington, Shirley Chisholm.

- Ask students to identify and list the contributions of these individuals.

- Ask students to identify the degree of wealth possessed by these individuals.

- Have students discuss whether or not there is a relationship between greatness and wealth. If so, what is the relationship?

- Assist students to draw some conclusions about value judgments of individuals based on wealth:

  - Is an individual better because he/she is wealthy? Is he/she not good if poor?
  - Can a poor person be a great person? Can a rich person be a great person?
  - What obligations does a rich person have to society? Does a poor person have the same obligations?
  - Should skin color have anything to do with how rich or poor someone is?
  - Are rich people nicer? Are poor people nicer?
  - Are rich people smarter? Why? Why not? Are poor people less intelligent? Why? Why not?
  - Are the children of rich people better? Why? Why not? Are the children of poor people better? Why? Why not?
  - Are rich people better neighbors? Why? Why not? Are poor people better neighbors? Why? Why not?
  - Do rich people want to live in fine homes in good neighborhoods? Why do you think that? Is that always true? Do poor people want to live in poor homes in bad neighborhoods? Why do you think that? Is that always true?

- Based on the foregoing discussion, help students reach the conclusion that having money or wealth does not make a person better or worse than someone who does not have money or wealth.

ACTIVITY #22

HOUSING PATTERNS

Materials

- Three pictures of houses showing some contrast:
  - An apartment building, new
  - An apartment building, old, neglected
  - A bright bungalow
- Chalk
- Chalkboard

Procedure

- Ask the class to observe the pictures as they are placed on the chalk board rail and to try to imagine the kind of people who live in the dwellings.
- Encourage the children to give one word which would describe the person in each dwelling.
- Record these words on the board above each dwelling.
- After the words have been recorded, ask the class members to tell why they chose their descriptive word for the person living in each dwelling.
- Ask the students if they really know a person living in that particular kind of house.
- Guide students to understand how easy and erroneous it becomes to prejudge people by the type of house in which we think they live.
- Ask older students to think of the ways that housing patterns have influenced or can influence decisions made in securing loans, securing auto insurance, establishment of markets, establishment of recreational facilities, etc.

- Raise the following questions for discussion:

    - Do people always want to live where they do?
    - What determines where a person lives?
    - What should determine where a person lives?

- Guide students to conclude that one must know a person before judging a person and that a dwelling is not a valid measure of an individual.

ACTIVITY #23

EDUCATION

Materials

- None

Procedure

- Guide the class in a discussion about the meaning of the word prejudice. Explain that prejudicial thoughts often cause people to treat other people unfairly, i.e. if a teacher thought all boys were poor readers, he/she might not give boys as many chances to read orally as he/she would give to the girls.

- Tell the students that you are going to tell them a story about something that happened in a classroom regarding the pre-judging of someone.

  "Gloria, a new girl, entered a classroom one morning during the reading period. She was a neatly dressed girl of a race different from her classmates. She had long hair tied with two pretty ribbons.

  After making the new girl welcome, the teacher asked her to join the middle group for reading. Gloria read well with this group, but most of her classmates just stared at her because she was the first student of another race to be in this class.

  Later, after further diagnosis, the teacher placed Gloria in an advanced reading group. Some of the classmates questioned the teacher's decision by asking, 'Is Gloria going to stay in that group? Can she really read that well?' Gloria did stay with the top group and progressed very rapidly in reading."

- Guide the students in a discussion about the story. Ask the following questions:

  - Why did Gloria's classmates think she was not qualified for the advanced reading group?
  - Do you think the class was fair in thinking that Gloria should be in a lower reading group? Were they forming their opinions on fact or prejudice?

- Should Gloria's race be as well educated as the race of the other children? Why? Who should go to college? Why?
- What gets a person into college?
- Should everybody attend college? Why? Why not?
- Who should not attend college? Why?
- Are people who go to college better than people who don't? Why? Why not?
- What do you think about forming an opinion about a person based on the way the person looks? What is a better way to judge people?

Extended Activity

- Divide the class into two groups of students:
  - Students who are wearing something blue
  - Students who are not wearing blue
- Tell the class that you are going to provide easy work for the group of students wearing blue because you know they can not do the work very well. Tell the class that the group not wearing blue will get regular work.
- Teach the class for a portion of the day utilizing this plan.
- At the conclusion of the experiment help the students evaluate the procedure. Ask these questions:
  - Was the work too hard? Too easy?
  - Did you need any help to do the work?
  - Were you really working all the time? Were you interested in the work?
  - Would you like to have the same kind of assignment tomorrow? Why? Why not?
  - Was the work appropriate for all of you today? Why? Why not?
  - Is color a good way to judge a person's ability? Is size? Is age? Is the house you live in? Is the amount of money you have?
  - What is a good way to decide how fast or how much a person can learn?

ACTIVITY #24

SKIN COLOR

Materials

- The story, "The Rabbit Brothers," from Us: A Cultural Mosaic, a San Diego City Schools Publication
- Chalk
- Chalkboard

Procedure

- Write the word "prejudice" on the chalk board.
- Ask what the word "prejudice" means?
- Record the responses on the chalkboard.
- Read aloud the definitions given in the dictionary and, together with the class, select a definition either from the chalkboard or dictionary. Select the definition which seems to be understood best.
- Tell the class that they are going to hear a story about two rabbits, one of which is quite different from the other.
- Read the story, "The Rabbit Brothers," to the class.
- Tell the class that one of these rabbits was quite prejudiced against rabbits with fur of a color that was different from his.
- Ask students to identify that rabbit and think of the things that might have caused this feeling of prejudice.
- Write the name of the rabbit on the board and list three columns as in the example shown on the following page.

Experiences Which May Have Caused The Dislike	Experiences Which Continue To Influence Us	Ways To Cope or Try To Understand
His uncle didn't like black rabbits. He lost a tennis game to a black rabbit. A black rabbit tripped him.	Movies Television Newspapers Magazines	Get to know others. Learn about the good things others do. Read carefully. Think about the truth in what we see and read.

- Involve students in discussing a possible negative experience Joe might have had, or one that he heard some one else speak of that resulted in his developing a negative feeling toward rabbits of other colors.
- List the reasons, three or four, on the board.
- Remind the class that Joe and George were influenced each day by some outside factors.
- Ask the students to list all of the things they recall that may have helped to influence Joe or reinforce his negative view.
- Lead class to discuss the ways that Joe's prejudice caused him to act toward rabbits of different fur coloring.
- Discuss with students how they feel when they do something to hurt others and how Joe must have felt.
- Encourage students to recall George's happy feeling and attitude toward rabbits of different fur coloring.
- Ask students which rabbit really felt good and enjoyed his life.
- Ask the question, "What do you suppose George knew about all rabbits that Joe did not know?"
- Guide the students to conclude that the color of the fur is no clue to the type of rabbit one meets. Each must be judged for his worth, not for his color.

The Rabbit Brothers, by Robert Kraus, has been reprinted by permission of the Anti Defamation League of B'nai B'rith.

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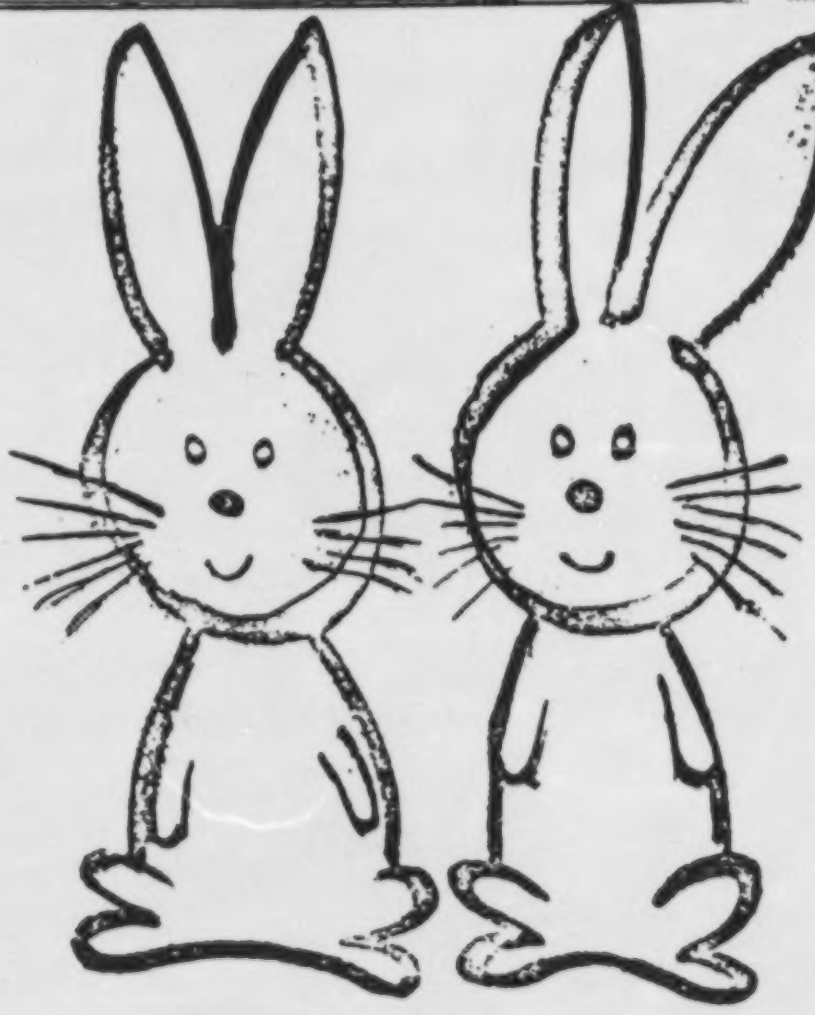
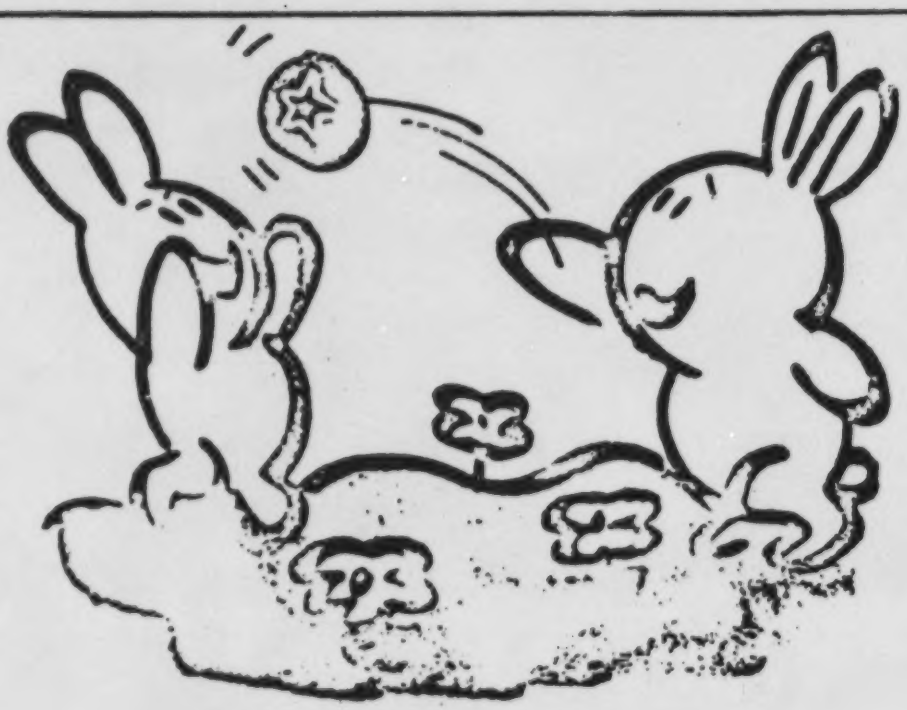


Joe and George are twin white rabbits.
They live in Rabbitville, U.S.A.

Joe and George are white rabbits in this book. They could have been born black, brown, polka dotted, or striped. If they had been born another color and had the same experiences, they probably would act as they do with white fur.



They played together while growing up.

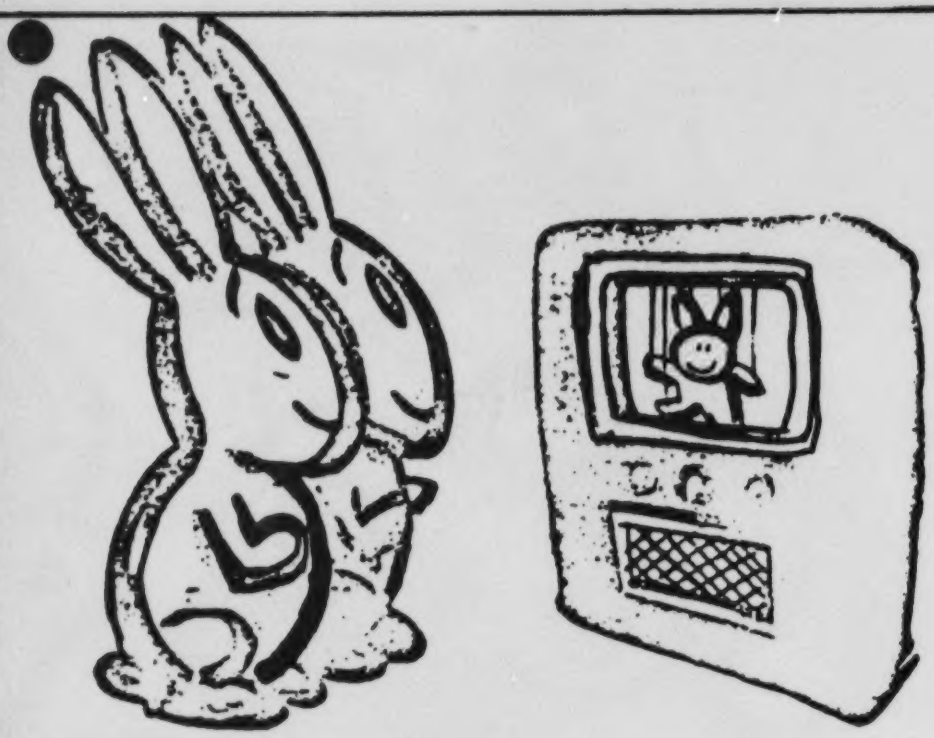
1. Read through the first time to the page that states, "But in some ways they are very different."

2. In response to the question of why Joe became prejudiced the teacher may wish to give an example of generalizing. Add the following story while showing this page:

   Joe and George were playing ball together one day a long time ago when a little black rabbit came to play with them. This black rabbit was a poor sport and became angry when he lost the ball game. He kicked Joe on his knee, punched a hole in the ball, and hopped away, calling Joe a whitey or honkey rabbit. (Use of terms depends on the teacher.)

   Joe turned to George and said, "I'll never play with black rabbits again." What is wrong with what Joe said? We know what was wrong with what the black rabbit did.

   Have you ever heard the expression, "If you've seen one, you've seen them all"? Isn't that the feeling Joe is expressing? George knows that all rabbits are different, and he said to Joe that he had to be kidding because there are millions of black rabbits in Rabbitville and you have not met any before.



They watch the same television programs...

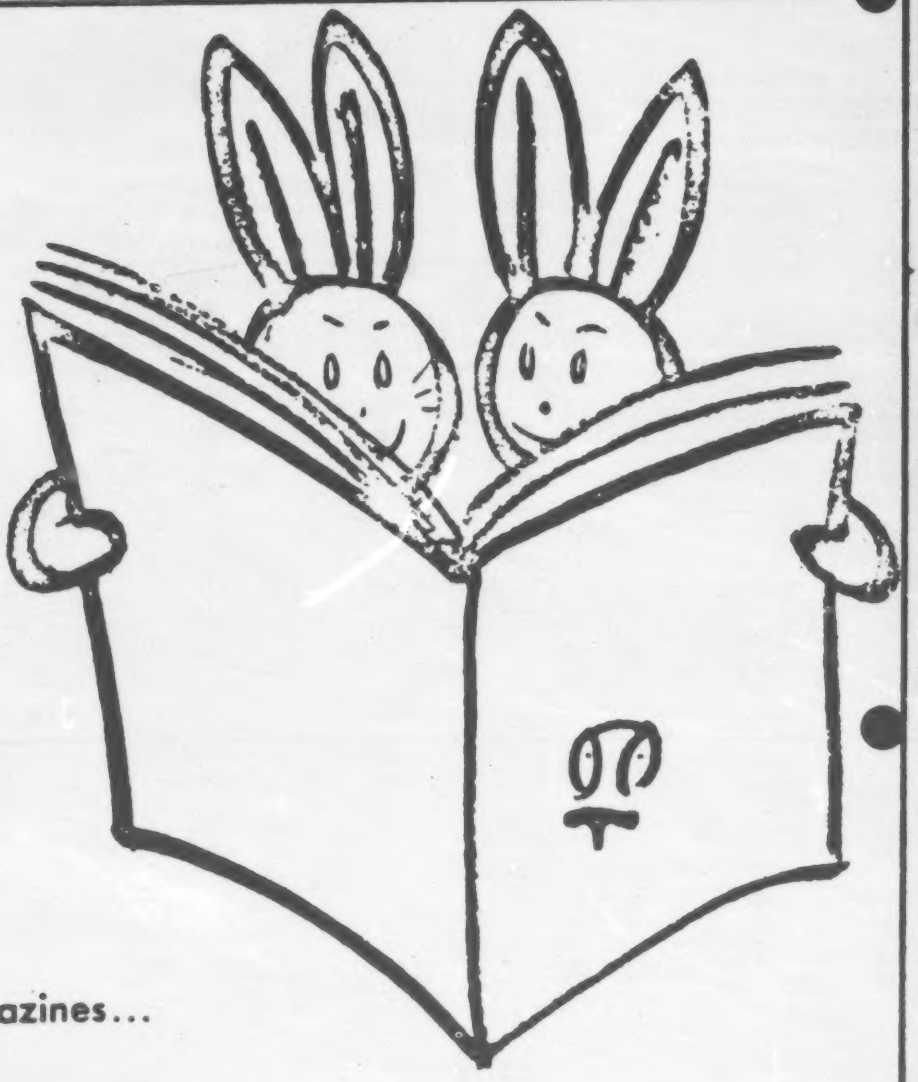
1. What do you think Joe saw on TV about the black rabbits that helped to make him prejudiced? Children may respond:

   a. A black rabbit fighting a white rabbit
   b. A black rabbit doing bad things in the news
   c. A white rabbit like Archie Bunker telling untrue things about black rabbits and calling them names
   d. Black rabbits rioting or fighting the police

2. It should be explained that Joe does not think about what he sees or hears. He uses his brains like a sponge and believes all kinds of information about other rabbits. He then gets mental pictures (stereotypes) about groups of rabbits that are not good.

3. Do you have any mental pictures? What do you think Joe thinks about Indian rabbits from what he has seen on TV?

4. George thinks about everything he sees or hears because he knows that brains are to use like brains and not sponges. He also knows that every rabbit is different. He cannot judge or form ideas about a whole group from what he sees one or more rabbits doing.



Read the same magazines...

1. What do you think Joe saw in magazines that made him prejudiced against the black rabbits, knowing as we do how Joe uses his brains like a sponge?

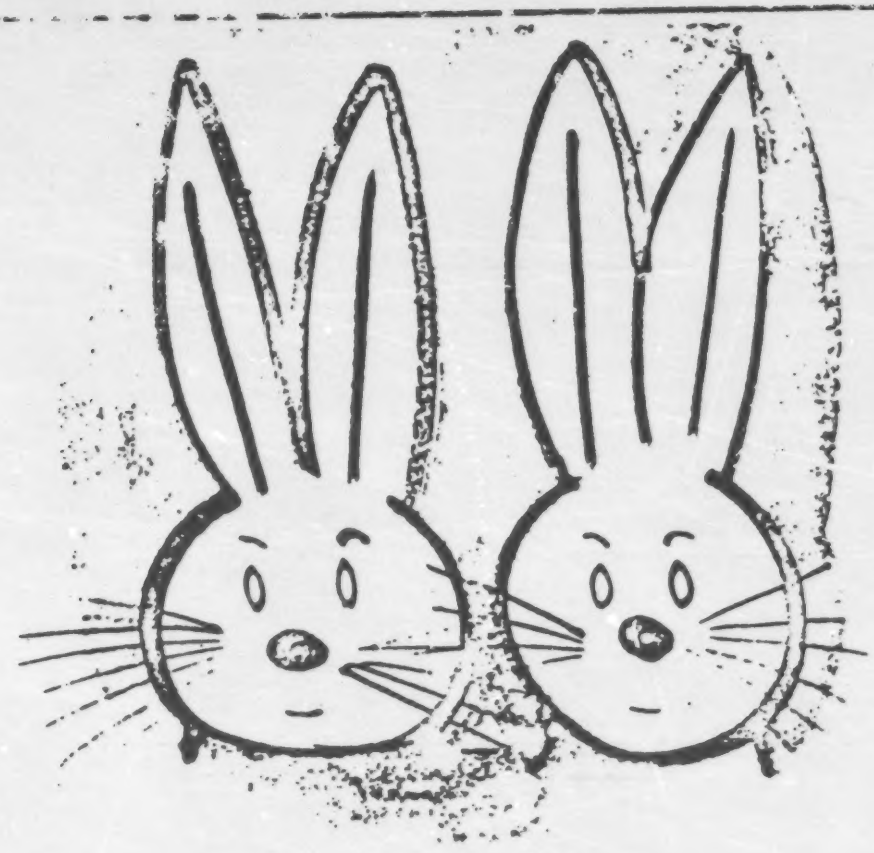
2. It will be interesting to note how children form perceptions of people by looking at magazine pictures.

3. Remind the children that Joe does not ask questions about the pictures he sees. He forms his own conclusions.

4. Invite children to bring in pictures they do not understand to class to discuss.

...And newspapers.

1. The same exercises used with magazines can be used with newspapers.
2. Older children may want to discuss articles they have read.

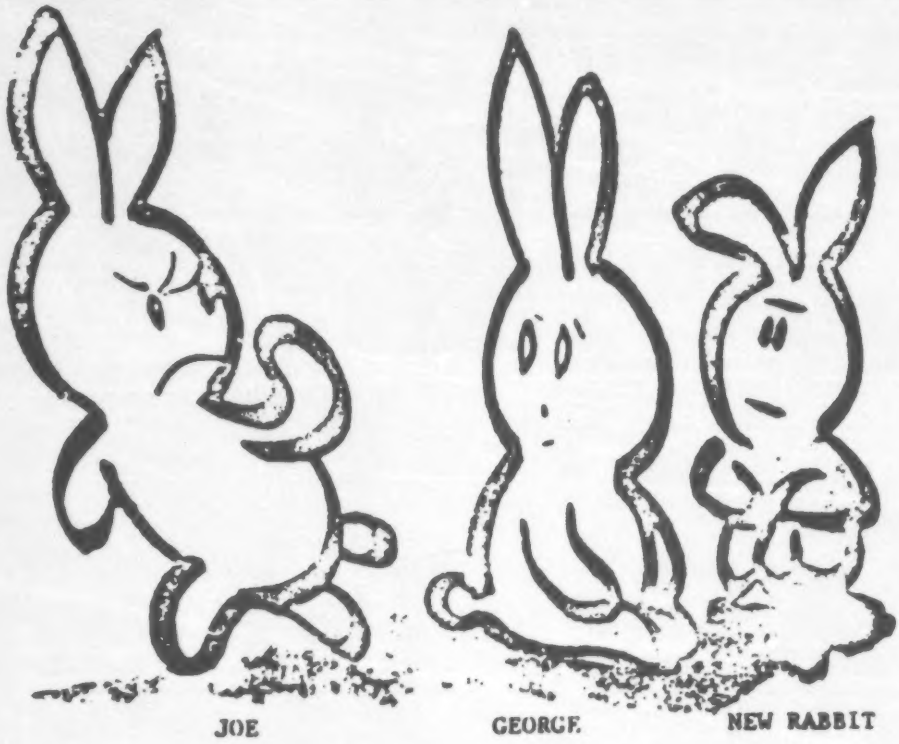


They are almost identical twins.

1. Discussion should center around individuals and individual differences.

2. Joe and George do look alike, but how are they different? Ask for ways they are different. Include:

   a. Inside differences: e.g., thoughts, ideas, feelings.
   b. Outside differences: e.g., paw prints (fingerprints).



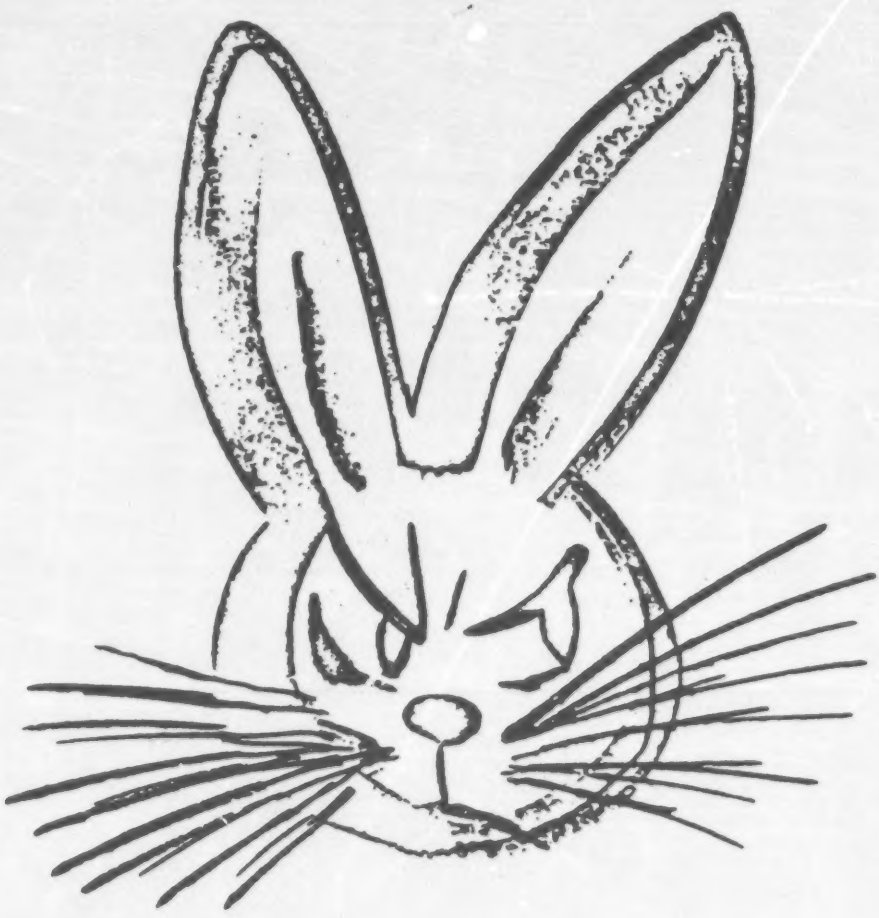
But in some ways they are very different.

1. Ask children how Joe and George are different after telling the following story. They do not have enough facts to know how this difference is meant.

   Joe and George were playing one day when a new rabbit who had just moved into their neighborhood saw them. He thought, "Oh goody, now I can meet some new friends." He hopped over to them, introduced himself, and you see what happened.

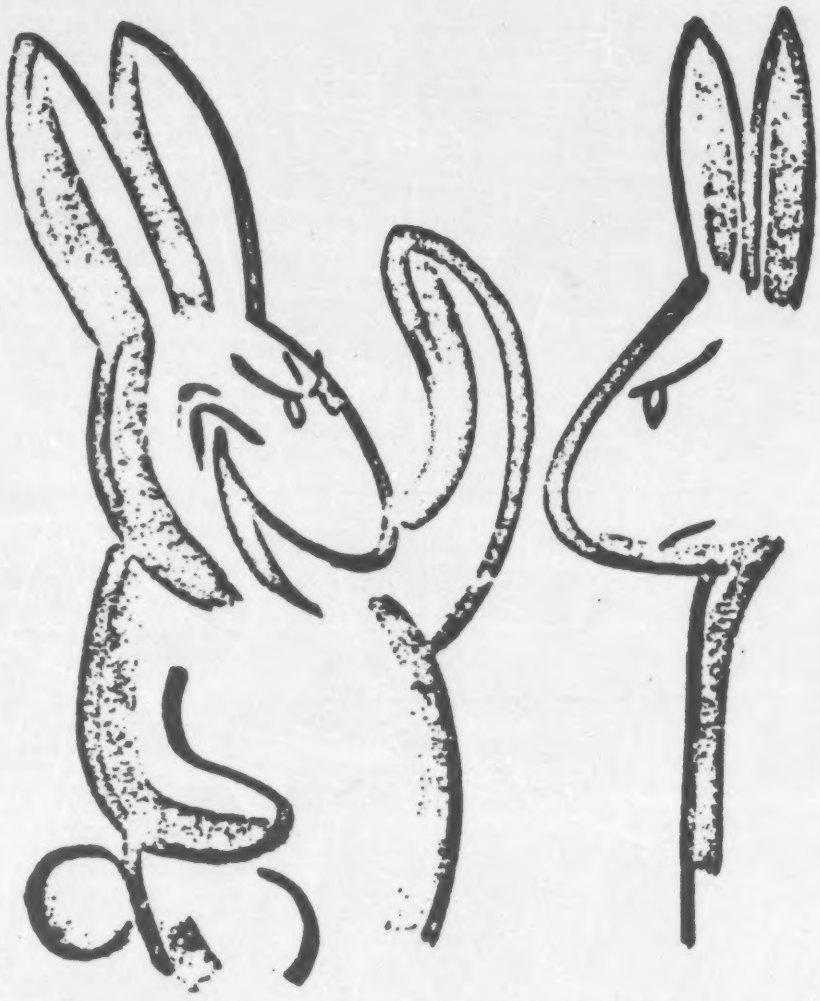
2. (If children's answers are, "because the new rabbit is dark or little," ask them why that should make Joe act as he does. They may say, "Because Joe does not like black rabbits." Remind them that Joe does not know this rabbit. Do not allow them to say *they* when referring to Joe's action.)

3. Try to elicit the answer that means prejudice. Acknowledge that Joe is prejudiced but he was not born that way. How did he learn to be prejudiced?



In fact, Joe is prejudiced. He dislikes other rabbits even when he has no reason to do so.

A fur color difference is no reason to dislike a rabbit, and skin color difference is no reason to dislike a person. If this is done then you have a prejudice like Joe does.

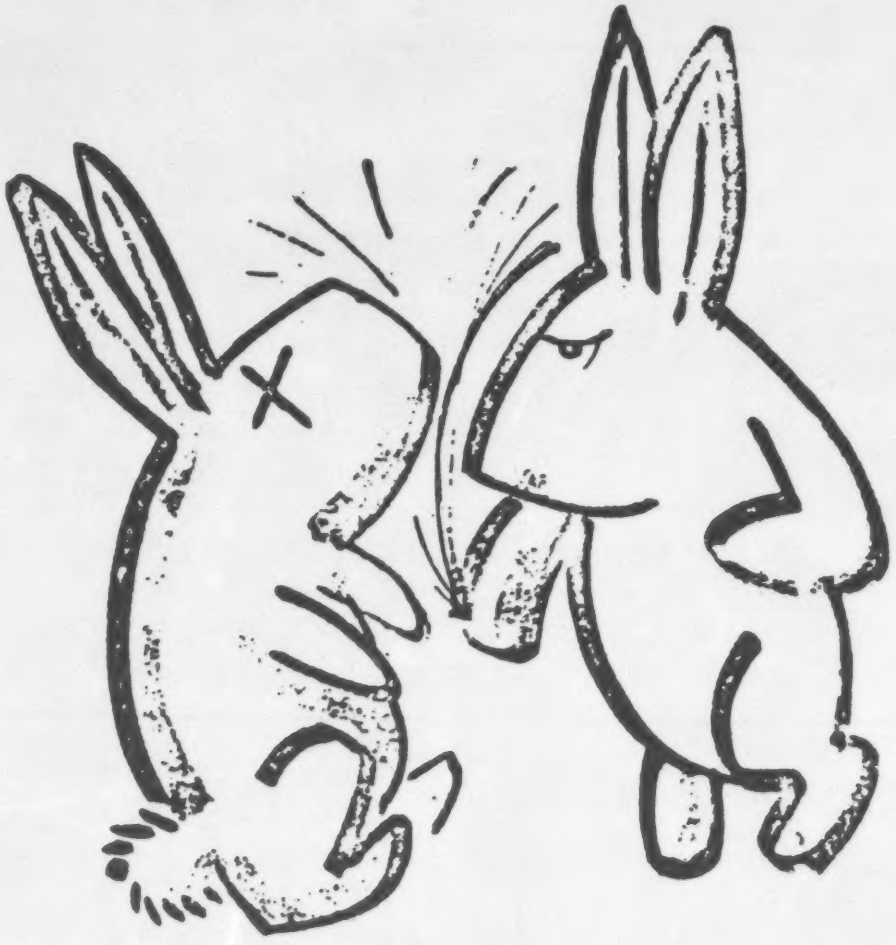


Joe very often tells stories and jokes about rabbits that are different from him.

1. Joe does not seem to mind hurting other rabbits, or maybe he has not been taught that this type of thing hurts others.

2. He is a great name-caller. He loves to call names such as... (ask children what kind of names he calls rabbits).

3. How do the other rabbits feel when Joe calls them names?



One day, a very nice rabbit, who usually liked everybody, heard Joe tell one of those stories. He punched Joe in the nose.

1. Although we can all understand why this rabbit was so angry with Joe, was hitting him the best thing to do?

2. Are there other ways he could have handled this? How?

3. He might have told Joe he did not appreciate his prejudiced thoughts and reminded him that he was hurting others. Hitting Joe did not teach him in the right way because he is still prejudiced and . . .

Now he just thinks the jokes.

He likes to hide his prejudice from others, but many of the others he is prejudiced against know it anyway because he cannot help but treat them badly or to ignore them (pretend they do not exist).

When no one is looking, he writes mean things about other rabbits on walls.

1. He does not know all the brown rabbits, so how can he say that all brown rabbits are spies?

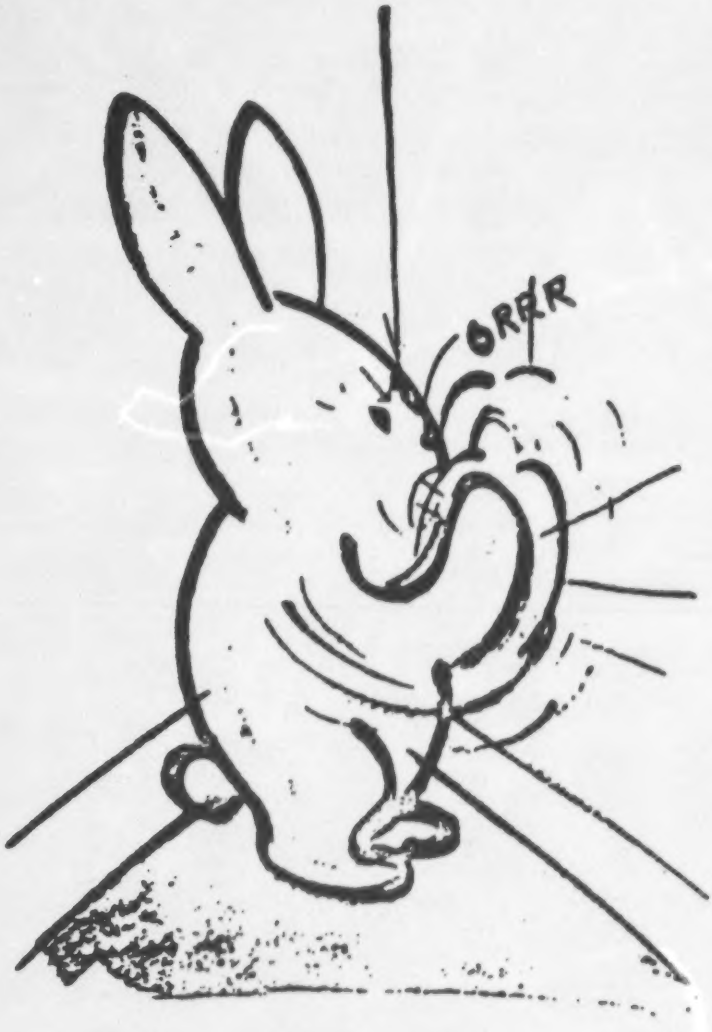
2. Since this booklet was published originally, spies have become popular among some children. Through TV and movie influence spies have the image of heroes such as James Bond (Agent 007), Man from UNCLE, etc. You may have to explain about spies in the 50's and 60's or use another adjective.

One afternoon, a brownish-gray rabbit moved in next door.

1. How do you think Joe felt about that?

2. What did he expect the brownish-gray rabbit to do?

3. Remind the children that Joe is prejudiced and anything he thinks of someone he does not know because he is another color reflects prejudice. Tell them that George was happy to see a new neighbor and wanted to meet him and be of help to him in his new surroundings.



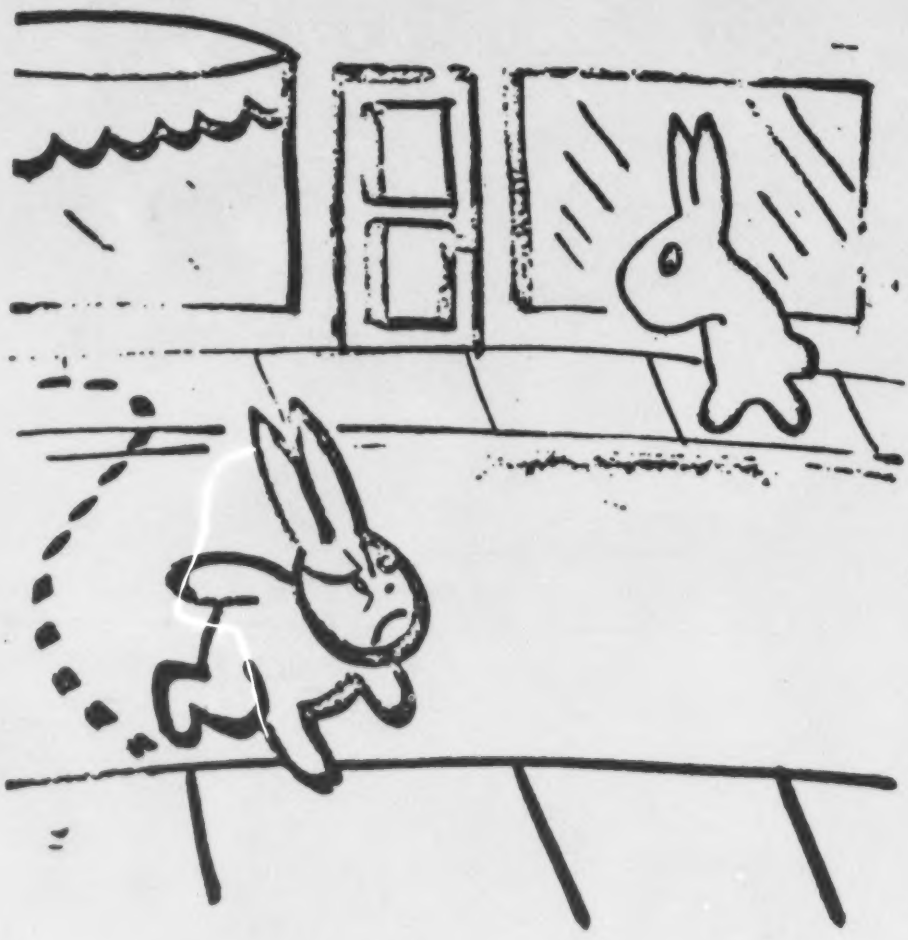
Joe was so unhappy that he was angry for days.

1. Joe was unhappy for no reason as he does not know the rabbit.

2. The new rabbit may even be a rabbit who likes to play baseball as Joe does. If only he would just wait and see. But not Joe.

After that, he was even meaner than before.

1. Does it make you feel good to be angry and mean?
2. How do you think Joe feels being so angry?



Now he crosses the street if a gray or brown rabbit is on his side.

Joe is so prejudiced that now he has become the worst kind of individual. He is a bigot--an extremely prejudiced person or rabbit who cannot control his feelings and what his feelings make him do. He can't seem to control his legs. Poor Joe.

One day he ran out into the street too fast and was hit by a car.

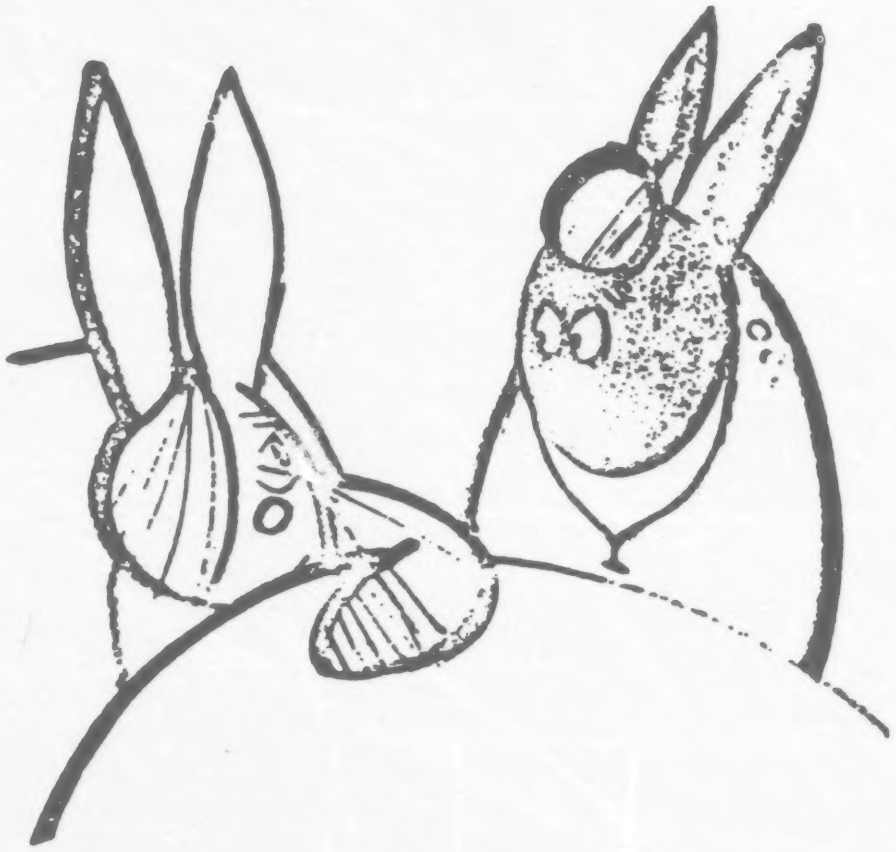
Again Joe's prejudice or bigotry has led him to do things without thinking—no control.

The driver who hit him happened to be a white rabbit, just like himself.

Read through the first time, then discuss:

It's a good thing the driver who hit Joe was white, or he might have thought what about the black rabbits? Answers might be:

a. Did it on purpose.
b. Want to sue him.
c. Try to get even with him.



The doctor who saved his life happened to be a brown rabbit.

Read through, then ask:

How do you think Joe felt about the doctor and the driver who hit him?

Joe did not learn a lesson from this. He still hated other kinds of rabbits.

What does Joe really know about the other two-and-a-half million black rabbits?

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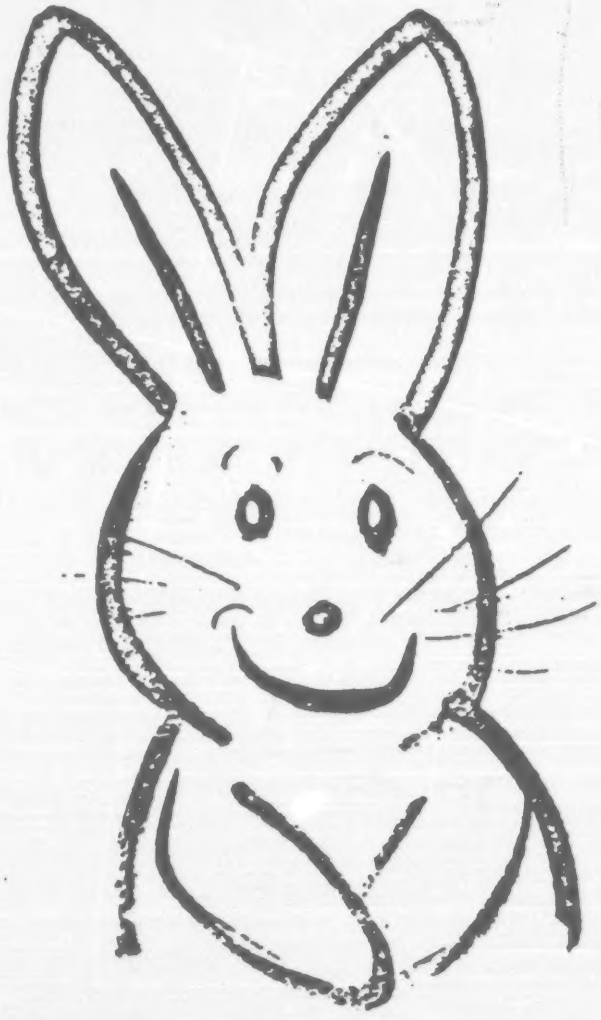
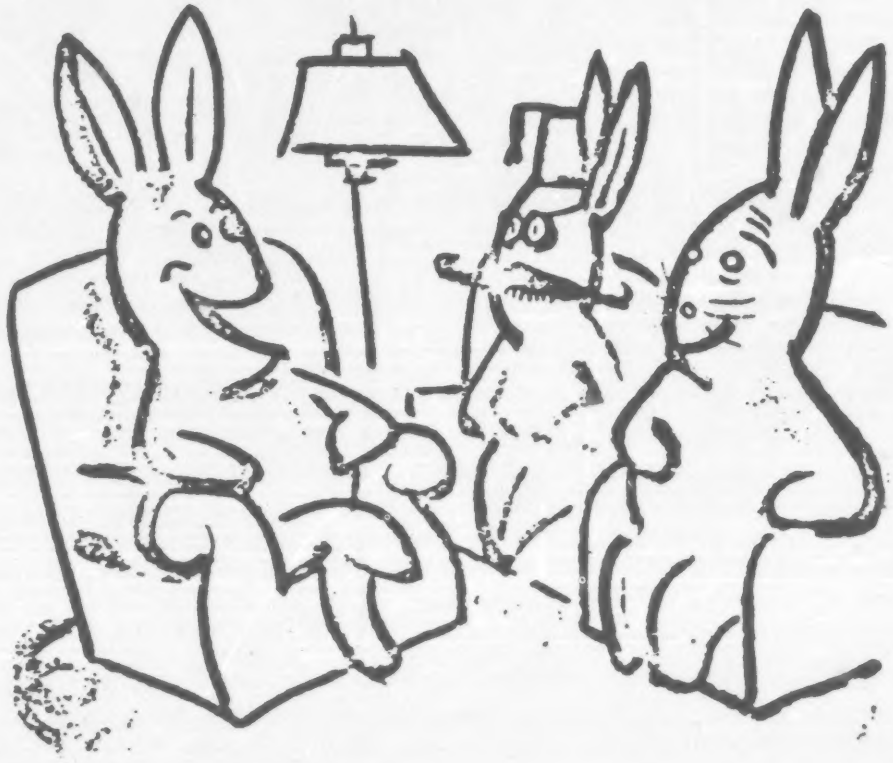
In fact, he even began to say things about white rabbits.

Doesn't this make you wonder what Joe thinks of himself?

Does this mean that Joe doesn't like anybody?

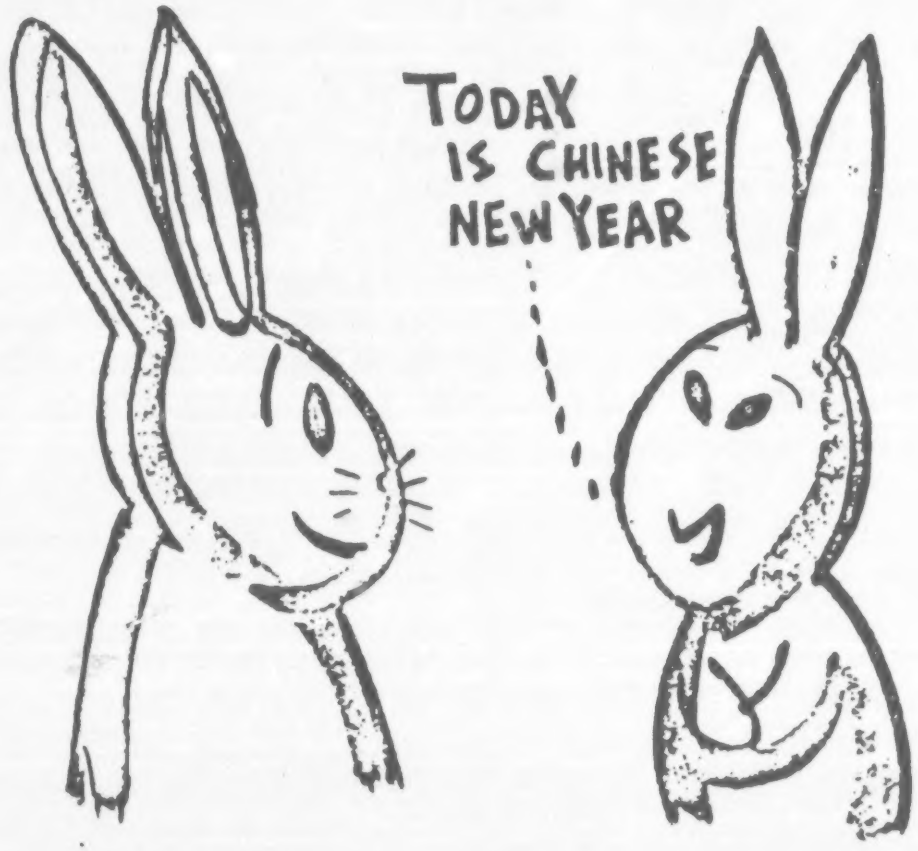


But let's look at George.



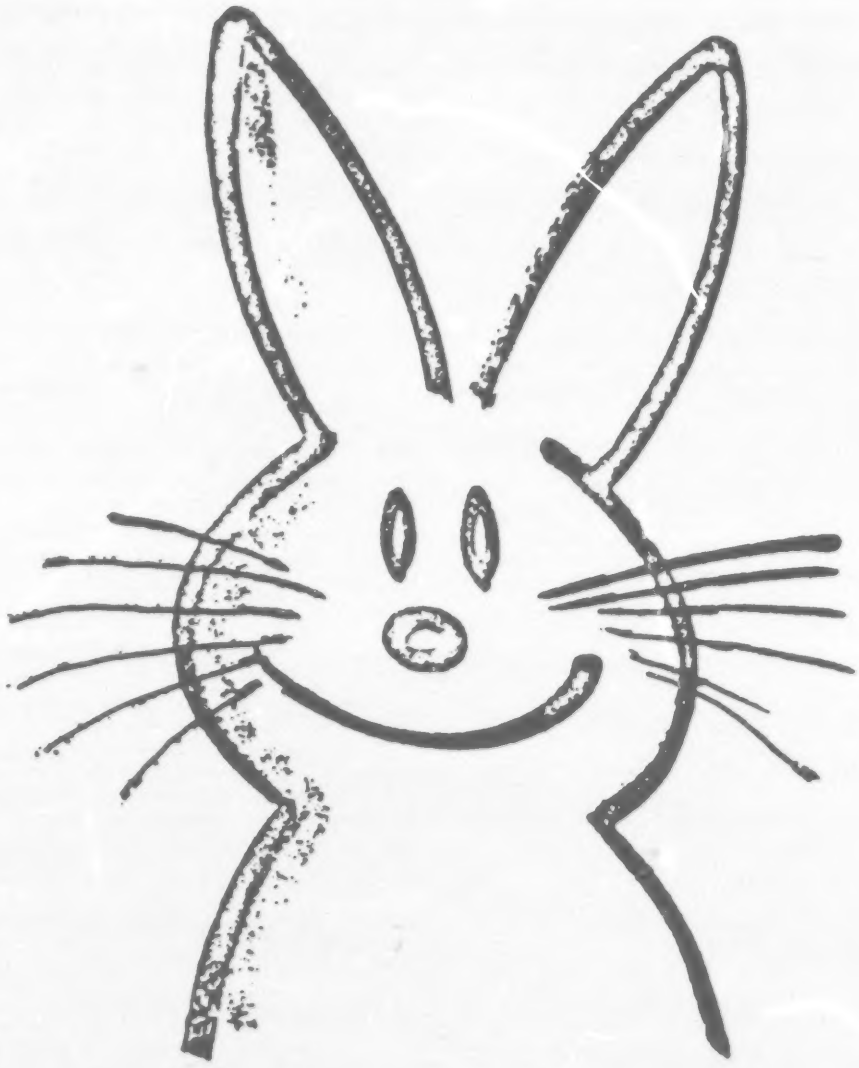
He tries to see some good in all rabbits.
He invites all kinds of them for dinner.

He learns a lot about different kinds of Rabbitville foods from his friends, and he is always very excited about different ways of doing things: dancing, worshipping, dressing, etc.



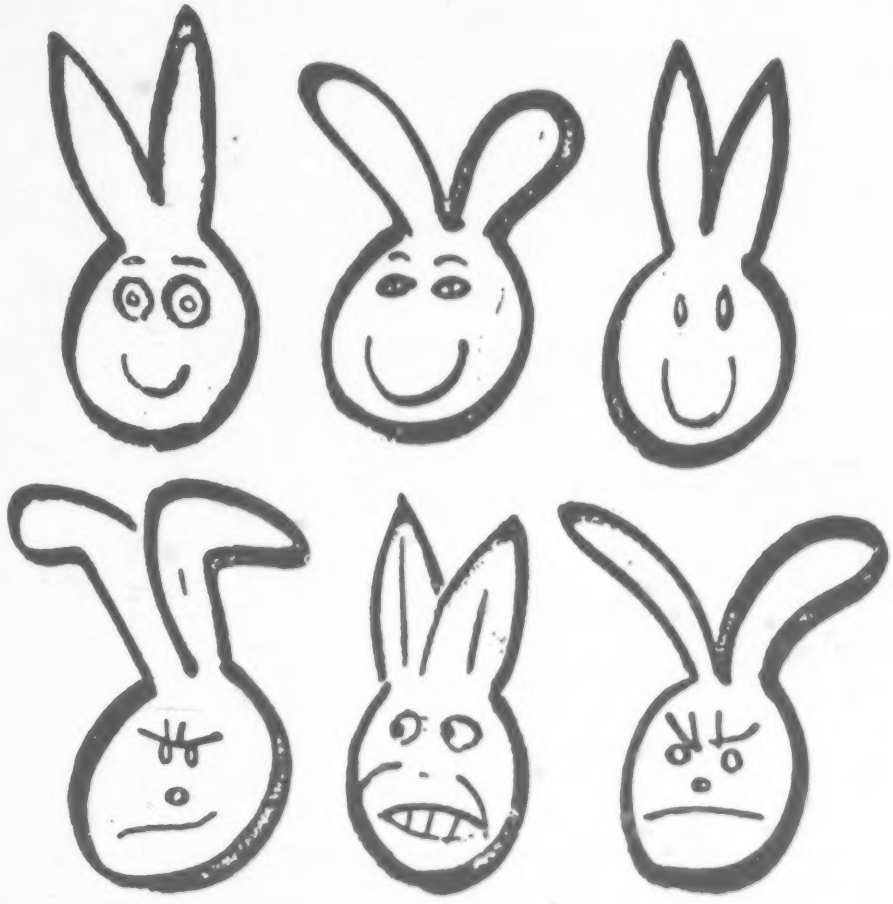
He learns a great deal this way.

1. Did you ever think about the many ways holidays are celebrated in America?
2. Some Americans celebrate New Year on different dates, depending on their beliefs.
3. Some Americans do not celebrate Christmas, New Year, or any birthdays at all.



He likes them when they're <u>good</u> rabbits...

But not when they are bad rabbits...



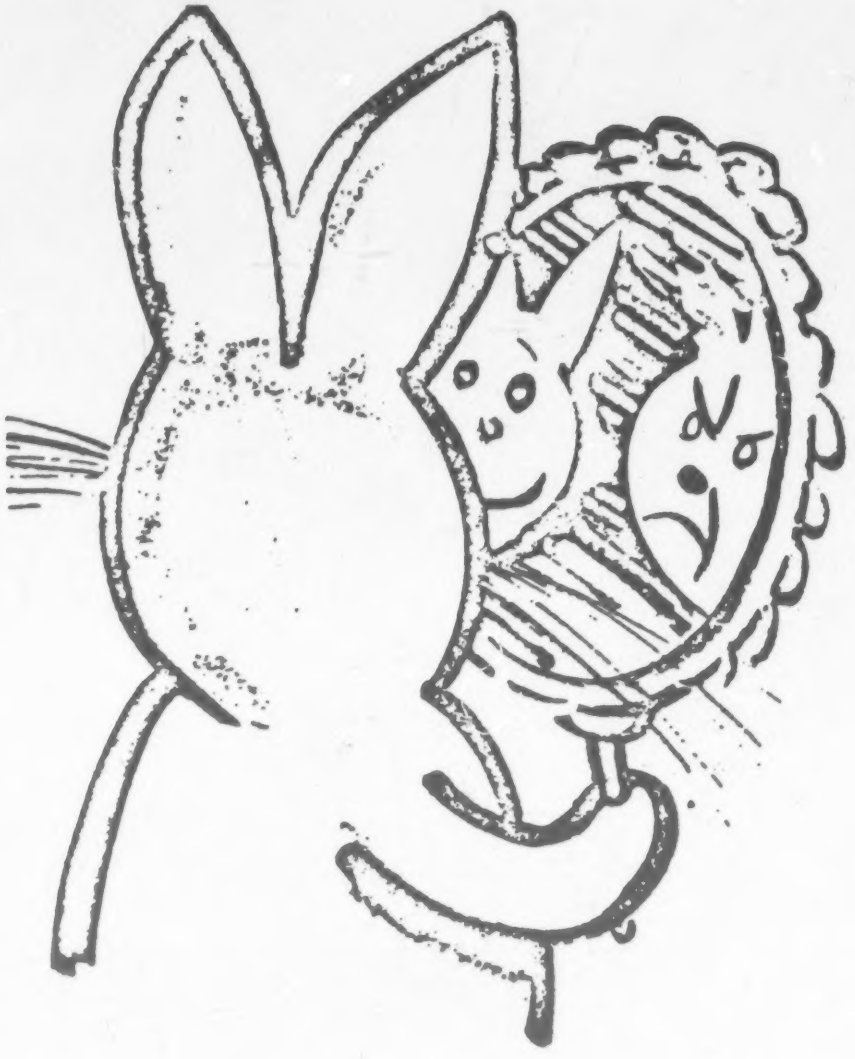
...No matter what groups they belong to.

George met all six of these rabbits at Camp Carrot one summer. He decided at the end of the summer that he just could not have three of them as friends. (Who do you think they were? There are clues drawn in.) A nice way to put it was that they were too exciting for him. They stole things, called other rabbits names, and just kept things always in an uproar. He and the three who became friends had many good times together.

George says...

But Joe says...

Well, I think that is a sad ending to the story of a prejudiced rabbit. He could not like himself, so he found it hard to like anyone else. It seems he tried to make them dislike themselves as he dislikes himself.



Which rabbit are you?

Carry on a discussion to summarize story and lessons learned. Have the students list what they have learned about Joe and prejudice.

ACTIVITY #25

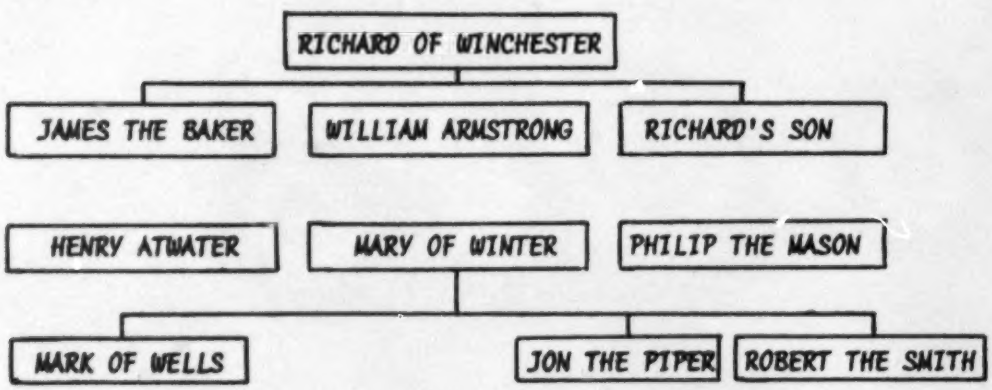
"WHAT'S IN A NAME"

Materials

- Chalkboard
- Chalk

Procedure

- Clarify with students the meaning of the word "ancestor," i.e. any person from whom one is descended, especially a person earlier in a family line than a grandparent.
- Suggest that students bring to the classroom old photographs of ancestors. Display the photographs on the bulletin board.
- Draw on the chalk board the following hypothetical family tree of ancestors from the Middle Ages.



- List the following categories on the chalkboard: father's name, a physical characteristic, a time of year, an occupation, or location.

- Have students take turns reading an individual's name, identifying the category to which it belongs, and relating it to the name as we know it today.

- Encourage students to obtain information at home in order to draw their family tree, identifying ancestors as far back in time as possible.

- Have students trace an outline map of the United States from an atlas. Mark with a dot the cities where they, their parents, and grandparents have lived. Begin with grandparents' birthplaces and draw lines from city to city to indicate geographical moves.

- Have the students make an outline map of other countries, if necessary, and trace the moves of great-grandparents. Use a different color when drawing lines to indicate moves of ancestors.

- Beside each dot that indicates a birthplace, have students put the name of the ancestor, name of the city, the date he/she was born, and the kind of work he/she did for a living.

- Discuss with students: Does the country your ancestors came from make you a better or lesser person today? Why? Why not? Are you nicer if your ancestors came from Northern European countries and were blond than if they came from Southern European countries and were dark? Does the country your ancestors came from determine how intelligent you are? Does the country your friends' ancestors came from determine how intelligent they are?

- Have students identify some contributions made to society by their ancestors; list contributions on the chalkboard.

- Discuss with students:

    - Does the contribution your ancestors made make you a better person today? If your ancestors did something important, does that make you better? If your ancestors didn't do anything important does, that mean you're not quite as nice?
    - If your ancestors were uneducated, humble, and poor, does that mean that you are humble and poor? If your ancestors were famous and rich, does that mean that you are better than someone else?
    - If your ancestors had important jobs, does that make you a better person today? Why or why not? If your ancestors had humble kinds of jobs, does that mean you are not quite as good a person as someone else?

Encourage students to decide what relationship there is between the lives of their ancestors and their lives today. Is one a better or lesser person because of what his/her ancestors did? Should the way we feel about other people have anything to do with what their ancestors did?

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ACTIVITY #26

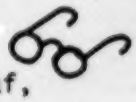
PHYSICAL HANDICAPS

Materials

- Paper
- Pencils

Procedure

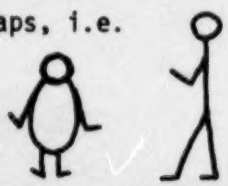
- Ask students what the word "handicap" means. Help them define it as a "disadvantage."
- Lead the class in a discussion about some of the kinds of physical handicaps that a person might have, i.e. blind, deaf, hard of hearing, orthopedically handicapped, speech defects.



- To help develop understanding, ask the class to listen for three minutes and write down all the things they hear. Ask them to imagine what it would be like not to be able to hear any of these things.

- Go to the board and explain a new and difficult concept to the class. Speak very low and garble or drop some sounds. When the class complains of not being able to hear or understand, scold them for not listening.
- Let the students express indignation at your unfair treatment and point out that this is something hard-of-hearing people face all the time, not only in classrooms but with their acquaintances, when they go shopping etc.
- Ask the class to make a list of how teachers and students can help, instead of hinder, hard-of-hearing classmates:
  - Seat hard-of-hearing students in the front of the room.
  - Try to speak clearly.
  - Cut down on background noise.
  - Be helpful if someone asks you to repeat what was said.
- Ask the class to consider the reasons why people are hard of hearing. Is it their own fault? Did they want to be hard of hearing? Have the students research the topic in the library books or textbooks and discuss their findings.

- Broaden the discussion to include other handicaps, i.e. ask "What are some of the problems you might face in a wheelchair?"



- Have students identify some less severe handicaps, i.e. being fat, being thin, wearing glasses, being short, being very tall, speech problems.

- Lead a class discussion using the following questions:

  - Should handicapped people be hired? When? Where?
  - Should handicapped persons be paid the same as other people? Why? Why not? When?
  - Should they have special privileges? Which privilege? Why? When?
  - Are they better or worse than other people? Why do you think that?
  - Are they really smart?
  - Have there been important people who had a handicap?

- Divide the class into groups, assign a handicap to each group and let the students list the kinds of jobs that people with that handicap might perform particularly well. Ask students to identify the jobs that might be difficult for that handicapped person to perform.

Extended Activity

- Ask the class to consider how handicapped people should be treated. Ask students how they would like to be treated if they had a handicap.

- Have the class bring in newspaper items that tell about how people have overcome their handicaps. Display the articles on a bulletin board.

- Have students write an essay dealing with the topic, "How I would like other people to treat me if I were.... (insert a handicap).

- Ask a disabled speaker from an organization such as C.A.N.I.C., March of Dimes, etc., to speak to the class about the ways he/she has overcome his/her disability.

ACTIVITY #27

LANGUAGE

Materials

- None

Procedure

- Lead the class in a discussion about the reason why people speak to each other, i.e. to convey ideas.
- Ask several students to repeat a known poem or nursery rhyme while the class listens carefully for differences in sound. Ask students to identify differences in the sound of the same word spoken by different students. Ask students to identify the state or region where they were born and/or lived. Explain that speech patterns often reflect the region in which a person lives or has lived.
- Establish a list on the chalk board as the students identify the dialects and accents that they know or have heard about, i.e. regional: Southern, New England, Western, etc.; cultural: Black street dialect, Spanglish (Spanish-English combination), etc.
- Lead a class discussion about the following questions:
  - Do other countries have regional accents too? (Yes)
  - Do some people think less well of people who have accents? (Not within the area of the accent. There may be some prejudice when people move to another area. Point out, however, that presidents have had regional dialects, i.e. John Kennedy, a New England dialect; Lyndon Johnson, a Texas dialect; Jimmie Carter, a Southern dialect.)
  - Is it desirable, valid, or helpful to dislike or make fun of people who have a regional accent or use a cultural dialect? Why not?
- Guide students in a discussion which establishes the following points:
  - Everyone has two kinds of language, formal and informal.
  - Informal language is used in talking to family and friends.

- Formal language is a standardized language used to make speeches, deliver lectures, and participate in debating.
- Formal language is used in most writing.
- Formal language is necessary in many jobs.
- Formal language is used by teachers, doctors, lawyers, ministers, politicians, salespersons, writers, T.V. announcers, actors, etc.
- People have a right to their own kind of language. The ways that people talk reflect different cultural and ethnic backgrounds - different, but not better or worse.
- To be able to speak more than one language is often advantageous to a person. Some of the jobs one might get are translator, tourist guide, school teacher, buyer for a store, social worker. What are other advantages?

Extended Activity

- Ask students to tape some samples of regional dialects used by people in the neighborhood, at school, or on television.
- Let other students try to guess where those people came from and locate the place on the map.
- Lead a class discussion about national origin. Ask the children to try to find out what kind of accent their first ancestor in this country had.

ACTIVITY #28

INTELLIGENCE

Materials

- Stories (Chicken Little, Petunia, Rumpelstiltskin)

Procedure

- Read aloud one of the following stories to introduce the topic of "Who is smart - Who has intelligence"
  - "Chicken Little" on whom the sky falls.
  - "Petunia" who believes wisdom is carrying a book under her wing.
  - "Rumpelstiltskin" who doesn't figure all the angles.
- Use discussion circle techniques to conduct a class discussion on intelligence, i.e. Glasser Circle, Palomares Magic Circle. The following questions could be considered. The answers provided are summarized generalizations based on literature and research.
  - Was the story character smart?
  - Why do you think that?
  - In order to be smart would everyone have to make the same decision?
  - What is intelligence? (Intelligence is the ability to learn and know, the act of understanding, mental acuteness.)
  - Who has intelligence? (Every human has intelligence. Some people seem to have a greater capacity than others to learn and know certain kinds of things.)
  - Are there different kinds of intelligence? (Research reveals that there are many kinds of intelligence. Studies by J. P. Guilford and Frank E. Williams provide two possible models of the structure of intellect. A person could have superior ability to learn and know words and meanings (semantics). The same individual could have relatively low capacity to learn, know and use operations with numbers (arithmetic reasoning).)
  - Is any group of people smarter than another? Does any racial or ethnic group seem to have more intelligence than another? (There are many studies

that indicate that all racial and ethnic groups have peoples with all levels and kinds of intelligence. Certain socio-economic factors seem to affect achievement which should not be equated with intelligence.)

Extended Activity

- Collect and create symbols for intelligence.
- List kinds of intelligence.
- Trace the origin of the word "genius."
- Find out about some famous intelligent people, i.e. Alexander The Great, Ghengis Khan, Albert Einstein, Thomas Edison, Mahatma Gandi, Golda Meier. Locate the birthplaces of these individuals on a map of the world.

ACTIVITY #29

RELIGION

Materials

- None

Procedure

- List the world's major religions on a chart, overhead transparancy, or chalk board, i.e., Buddhist, Hinduism, Shinto, Confucianism, Judaism, Christianity, Islam, Sikhism Zoroastrian.

- Elicit voluntary discussion from pupils about their religious affiliation. Add to the list any unlisted religion that is mentioned by the students.

- Use discussion circle technique to elicit discussion about the universal contributions of religions, i.e. value systems clarification; family ties; rituals for birth, marriage, death; solace or ministerial counseling; philosophical foundation for life; periods of introspection and meditation.

- Guide discussion so that children understand that religions make contributions to society and fill social and emotional needs of many individuals. Discussion should focus on the fact that religious affiliation is a personal choice; that most religions encourage a positive set of values that enhance social interaction; that most religions have special festivals or celebrations to mark important events; and that the celebrations have some things in common - use of special food, special dress, special prayers, special activities.

Background Information

- Hinduism - Many forms and sects, belief in one supreme being (of whom the many, 330 million, gods are parts). Most Hindus are in India.
- Buddhism - Originated in India, spread to China and Japan, teaches that man can purify himself of desires and do away with evil and suffering, many sects.
- Confusianism - Based on teachings of Confucius, concerned with man's right conduct toward his fellow man, many followers in the Orient.

- Taoist - Native to China, sprang from a book called, Tao Te Ching, presumably written by Lao-Tfu. Taoism calls upon followers to find and follow the natural way of life, which is also the good way.
- Shinto - is the primitive religion of Japan, has been modified; many traditions are still practiced. Shinto means The Way of the Gods.
- Islam - (Mohammedanism) based on teachings of Mohammed, belief in one God, most Mohammedans or Muslims live in Africa or Asia.
- Judaism - Oldest monotheist religion, originated in Palestine; fidelity to the Torah or law and belief in one God are central teachings.
- Christianity - Based on teachings of Jesus; preaches the brotherhood of men and belief in one God.

- Help students to conclude that no religion is, in and of itself, superior or inferior but that people make choices in relation to personal or family preference.

Concept

Change is more productively and easily accomplished if individuals involved are aware of the need for change, participate in the decision-making regarding the change, and evaluate the change when it has taken place.

Instructional Objective

Each student will identify one thing in his/her classroom or school which is in need of change, plan and participate in that change, and then evaluate the change which has taken place.

Activities 30 - 33

ACTIVITY #30

BULLETIN BOARD BRAINSTORMING

TEACHER'S NOTE:

Activity #30 must be completed by you and your students before doing any of the succeeding activities #31 through #33.

Materials

- A seasonal or holiday bulletin board in need of change
- Chalk
- Chalkboard

Procedure

- Write the word "Change" on the chalkboard and ask students to read it - or read it to them.
- Ask:
  - "Do you ever change your clothes?" (Yes)
  - "Why?" (Clothes are dirty; to get ready for bed; to go somewhere special, etc.)
  - "Do you get to help choose the clothes you change into?"
  - "Do you feel better, or more comfortable, when you help to decide on the different clothes you'll wear?"
  - "Has your mom or dad ever insisted that you change your clothes and wear something you did not really want to wear?"
  - "How did you feel?"

- "Have you ever talked this over with your parents?"
- "Why or why not?"

- Continue the discussion guiding students to conclude that change is easier and more comfortable when a person feels a need to change and also takes part in planning or deciding about what the change will be.

- Now ask the pupils to look around the classroom to try to find something that needs to be changed. (Hopefully, they will notice the out-of-date bulletin board.)

- Help students to:

  - Reach a general consensus that the bulletin board is in need of change.
  - Plan for the display of something new on the bulletin board.
  - Implement the change - either the teacher, student, or both.
  - Evaluate the result.

Extended Activity

- Guide the more mature students to see that evaluation often leads to modification or points out the need for further change. Therefore, the entire process begins again.

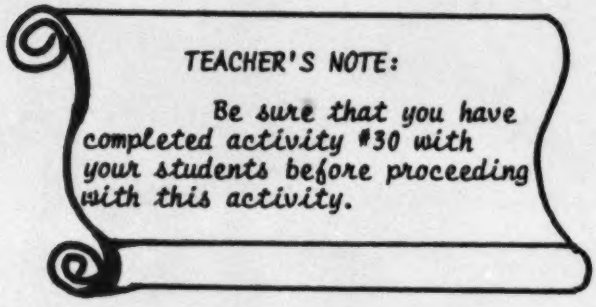
- Provide opportunities for students to be a part of an on-going process of changing this bulletin board as the need arises.

- Involve students in other changes within the classroom. Some suggestions might be:

  - Changing the furniture arrangement.
  - Changing the manner in which classroom officers or monitors are selected.
  - Changing the daily routine or programs, i.e. to have math first, then reading.
  - Changing the manner in which students enter or leave the room.
  - Changing the place where lunches are stored.
  - Changing the manner in which paper and other materials are distributed to students.
  - Changing the day of the spelling test, or any routine test which occurs on a particular day.

ACTIVITY #31

LET'S PRETEND



Materials

- Drawing or painting paper
- Pencils
- Writing paper
- Crayons or paints (tempera or watercolor)

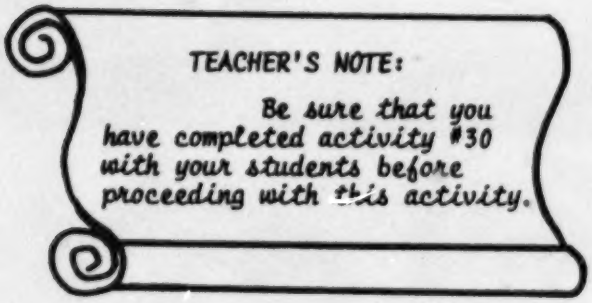
Procedure

- Say to the students:
  - "Let's pretend we could build a new classroom."
  - "Let's build the best one in the whole world."
  - "What would it look like?"
  - "What would you change?"
  - "Would anything stay the same?"
  - "Would the other children like your classroom?"
  - "Think of some reasons why they would or would not like it."
- Have students write a story titled, "The Best Classroom In The Whole World."
- Ask students to illustrate their stories with crayons or paints.
- Display their stories and pictures or take time for the students to share them with one another.
- On a succeeding day discuss with students the following three things:

- What changes they felt were necessary in order to create the best classroom in the whole world.
- How they felt those changes could best be made.
- How they would be able to tell whether or not the changes were really good ones.

ACTIVITY #32

ECOLOGY WALK



Materials

- Paper
- Pencils
- Chalkboard
- Chalk

Procedure

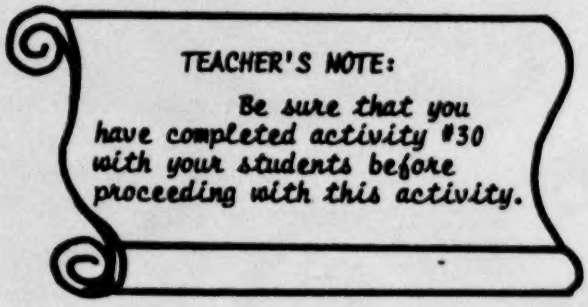
- Discuss with students the idea that pollution can occur in places other than air or water.
- Tell them that you feel that one type of pollution (litter, for example) might be occurring right on the school grounds.
- Ask them to bring a pencil and paper and to go with you on an "ecology walk" around the school grounds.
- Tell them to write down a brief notation about every instance of pollution they discover and where they found it.
- Upon returning from the walk, involve students in a brief discussion of what they discovered and ask them whether or not they see any need for change.
- On the chalkboard compile a list of the students' findings in order to help them with future decision-making as they attempt to effect changes. A sample chart might be:

WHAT	WHERE
Paper towels	Lavatory floor
Chewing gum	Playground
Paper (completed school work)	Bushes in front of school

- Separate students into small groups, and ask each group to discuss ways in which the situation at school might be changed.
- After about ten minutes, depending on the students, stop the discussion, and ask one person from each group to report about his/her group's suggested solutions.
- List all suggestions on the board.
- Allow students to decide upon one suggested solution and to proceed with it. Be very careful that the solution they select is reasonable. Suggesting that they (or anyone) patrol the school grounds all day, every day, would <u>not</u> be reasonable, for example.
- Assist students with the implementation of the change or the presentation of the proposed change idea to the principal, the student council, or other appropriate people.
- If the suggested change is activated, help students to evaluate the result. They may need to take another ecology walk before evaluating the results.

ACTIVITY #33

SURPRISE SEATS



Materials

- None

Procedure

- After school, rearrange the furniture in the classroom. Be certain that no student is aware of what you are doing. Arrange tables rather awkwardly, i.e. one in front of the pencil sharpener or blocking the door to a coat closet or one in a coat room, or several facing the back of the room.
- The following day before allowing students to enter the room, announce to your students that you have made some changes in the classroom. Say no more.
- Allow students to enter and discover where they now sit and to take their new seats. Do not allow them to move the furniture back to its former location.
- If the students express frustration or aggravation, stop and discuss with students the pros and cons of the new room arrangement.
- If students seem delighted with the novelty, proceed with the school day. If you have been creative in achieving an awkward room arrangement, the students will soon be aggravated or frustrated. Stop the day's activities at this point.
- Guide students in a discussion of the room arrangement.
- Help students conclude that:
  - The new arrangement does not meet the needs of the class.

- The students had no part in arranging the room the new way and would have felt better about the arrangement if they had participated in the process.
- The discussion has shown that the room arrangement should be changed or modified.

- Allow students to plan for and participate in arranging the furniture in a way that will best meet their needs.

- Allow one or two days to elapse. Then through a class discussion have students evaluate the change.

Concept

Management of conflict in a free society requires compromise, bargaining, and respect for the rights of others.

Instructional Objective

The learner will identify differing viewpoints in a conflicting situation.

Activity 34

ACTIVITY #34

DISAGREEMENT

Materials

- Picture #13 from Learning About Human Relationships
- Story - exerpt from The Underdog by W. E. S. Folsom-Dickerson
- Chalk
- Chalk board

Procedure

- Show picture #13 to the class.
- Elicit discussion about the action taking place and the possible causes for the action.
- Read the story, "The Underdog."
- Encourage the learners to think about each boy in the story and give the reasons why each boy in the story felt that it was necessary to fight.
- Write the two story characters' names on the board, and list the identified reasons under the appropriate name.
- Guide the learners in comparing the two lists of reasons and in determining that items on the lists are different, and that this difference in the thinking of the boys was the main reason for the fight.
- Encourage students to express their ideas about other ways to handle the problem.

Extended Activity

- Use other pictures involving conflict, i.e. fights, arguments, crying, etc.
- Encourage students to tell why they believe conflict is occurring. List the reasons in columns identified by some

characteristic which identifies the people in the conflict. Compare the reasons.

- Guide learners to determine that the reasons differ.
- Help learners to conclude that people sometimes behave rudely when they find that they do not agree with each other.
- Help students identify and evaluate other more productive ways of responding.

An exerpt from "The Underdog" by W. E. S. Folsom-Dickerson

James Bolen, age ten, awoke on the first cool day in August with the wish to feel the tough pigskin cover of a football in his hands. And he wanted to see how far he could kick it. He wanted, too, to feel the plastic helmet on his head.

He was no sooner out of bed and dressed than he ran to the garage. There a big box-like shelf served as a catch-all for balls, uniforms, old shoes, and socks.

The helmet was there. He put it quickly on his head. It felt good. Now he was ready for the football. But he could not find the football. He felt around on the shelf, but the pigskin surface eluded him. Quickly he looked around in the corners of the garage. Still no football.

There was only one answer. He dashed from the garage, ran down the side of the house, up the outside stairs to his younger brother's room, and burst through the open door. Charles, age nine, otherwise dressed, was lacing on his tennis shoes.

"Hey!" James spoke with a grim seriousness, "where's my football?"

"Where's your football? I don't know anything about your old football."

"Yes, you do. You've got my football!"

"I don't, neither. I haven't seen your football."

"Well, it's supposed to be on the big shelf in the garage where we keep our stuff. But it's not there. And you're the only one who could have taken it."

"I'm telling you I didn't take it. Let's go look for it again."

So down the stairs they went, around the corner of the

house, taking the sharp turn into the garage. Charles looked carefully over the shelf and found--no football!

He turned about slowly to see the angry face of his larger brother. James had thrown off his helmet, thus revealing more plainly the deep scowl on his features.

"So," he spoke venomously, "it's not there. So you got it. And you lied to me. Now where is it?"

He advanced on his smaller brother and seizing him by the arm, shook him vigorously. Charles lunged and broke away and headed for the stairs. But he never made it. James was on him, as they say in Texas where they lived, like a duck on a June-bug. He threw his brother to the ground, grasped him by the hair, and began to rub his face in the grass.

At this point one of those peculiar reversals of fate and circumstances occurred. Perhaps no one can explain how an underdog becomes a mad dog, nor how a smaller boy held by a larger one can be transformed into a squirming, wriggling, kicking, biting, spitting tornado of terror.

But James was stunned by a small fist landing like a hammer on his right ear. This blow was followed by another one squarely on his left eye.

This brought Mrs. Bolen out of her kitchen where she had been banging pots and pans so vigorously she was unaware of the small war going on in the back yard.

"Boys! Boys!" she cried, at the same time using a mother's favorite trick. She took each boy firmly by an ear and held them securely apart. The howling ceased.

"What in the world is the matter?"

"Oh, he got my football . ."

"No, I didn't. And he called me a liar . . ."

"Oh, so that's it. Well, Mr. James Bolen, your brother Charles didn't get your ball. And he isn't a liar either."

"Well, then, where's my football?"

Mrs. Bolen's face got surprisingly red. "I guess I'm the guilty party. You see, I called the Good Will man to come and get some stuff out of the garage. I forgot all about your football, so I guess he took it, too."

Concept

Management of conflict in a free society requires compromise bargaining and respect for the rights of others.

Instructional Objective

The learner will identify alternative ways to manage conflict and will state a solution which may involve compromise.

Activities 35 - 36

ACTIVITY #35

ALTERNATE SOLUTIONS

Materials

- Picture #13 from Learning About Human Relationships, David C. Cook Publishing Company
- Printed Story
- Paper and pencil (optional for upper grades)
- Chalkboard
- Chalk

Procedure

- Show picture #13 to the class.
- Elicit group discussion about what is taking place in the picture.
- Read the story, "The Underdog," (See preceding pages).
- Encourage learners to discuss their feelings about the action in the story.
- Lead students to identify the reasons why each person in the story fought.
- List the reasons under the names of the story characters.
- Encourage students to analyze the story and to determine that there were the reasons for the conflict.
- Allow time for students to write a solution to the conflict that is different from the one in the story.
- Lead students to role play their solutions.
- Have some students read their solutions.
- List these new solutions under the heading "Alternate Solutions" on the board.

- Guide the students in discussing and evaluating the solutions.
- Guide the students in the process of selecting one solution with which the boys could abide, if not agree.
- Help students to list and discuss the steps taken in arriving at their agreement.

Extended Activity

- Select pictures involving conflict situations and have students write stories which conclude with positive alternate solutions.

Extended Activity

- Rearrange some student desks or familiar materials while students are on the playground.
- Allow student to react to the situation for a short period of time.
- Encourage them to discuss their feelings. Encourage the recognition that their confusion was conflict between old and new.
- List the ways they solved this conflict.
- List alternate possible solutions.
- Encourage students to share the reasons why they selected their special solutions.
- Help students to conclude that people can look for alternate ways of dealing with problems and select a solution which they feel may be the best for that situation at that particular time.
- Help students to recognize that some students felt the need to use the assistance of other students.
- Ask those students to explain the reasons why they responded in that manner.

ACTIVITY #36

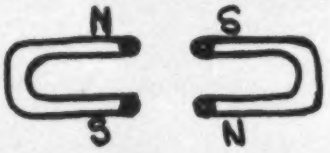
COMPROMISE

Materials

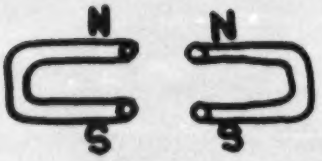
- Two horseshoe magnets

Procedure

- Help students to identify and share their knowledge about magnets.
- Show a magnet to the class.
- Lead a discussion. Ask these questions:
  - "Who can tell us what this object (one magnet) is?" (If students do not know, the teacher will give the information.)
  - "How can magnets be used?"
  - "Why are they useful?"
- Show both magnets to the students. Ask students to observe what happens as the magnets are moved toward each other.



- Ask the question, "What did you see happen?" i.e. the magnets pulled together.
- Call two or three students before the group and ask each to do the same demonstration.
- Have each child comment on the strong forceful pull and hold of the magnets.
- Ask the questions, "How does it feel?" "Are the magnets easy to pull apart?"
- Next ask students to observe as one magnet is turned around.



- Tell the class that the magnets seem to be pushing each other away.
- Call upon two or three students to try the same demonstration.
- Ask the students to tell what they noticed about the magnetic pull.
- Comment that people are sometimes like the magnets. When people agree, they work together well but when people pull apart, little is accomplished.
- Have the class observe again while the teacher turns the magnets so they repel each other.
- Help the class to draw conclusions about compromise by asking the following questions:
    - "Should the magnet in my right hand have to turn all the way around in order to have the magnets compatible or get along together?" (Teacher demonstrates)
    - "Try to think of the magnets as people." "Should one side have to make all of the change?"
    - "Should the magnet in my left hand be turned all the way around?"
    - "What would happen if each side would turn half way?" (Teacher demonstrates - magnets attract)
- Guide students to understand that when disagreements occur people can find ways to meet and work out solutions. The process of working it out is called "bargaining" or "compromising."

ACTIVITY RECORD

Activity #	Date	Remarks
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Activity #	Date	Remarks
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ADD - A - LESSON

The lessons presented in this monograph represent only a few of the activities in which students may participate to expand their knowledge and understanding in relation to the interdependence and social interaction of people. Teachers are invited to submit to the Area J Office information in regard to other successful lessons they have used with their classes. From time to time selected lessons will be printed and distributed to schools. The form on the next page may be utilized for this purpose.

INTERDEPENDENCE AND SOCIAL INTERACTION ACTIVITY

Concept to be Developed: _____

_____

_____

Instructional Objective: _____

_____

_____

Title of Activity: _____

Materials: _____

_____

_____

Procedure: _____

_____

_____

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_____

Extended Activity: _____

_____

Name of Teacher _____

School _____

GLOSSARY

Alternative	An opportunity for choice.
Communication	The process of transmitting information involving a sender (encoder), a message (code), and a receiver (decoder).
Compromise	A settlement of differences by mutual concessions.
Conflict	A divergence of opinion, interest.
Discrimination	The act of making a difference in treatment or favor (of one as compared with others).
Individual participation	Involvement of a person by himself.
Manners	Social conduct, a way of acting.
Mores	Customs which have the force of law.
Nonverbal communication	A message transmitted without spoken or written language.
Prejudice	Unreasonable bias, a judgment or opinion held without taking time and care to judge fairly.
Responsibility	A charge for which one is accountable.
Social participation	Involvement of a person with other people.
Verbal communication	Communication which involves spoken or written language.

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